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ABSTRACT

The document presents a report of the approach, activities, and achievements of the Adult Basic Education Staff Development Project undertaken by Health, Education, and Welfare Region 5. The region is composed of six States: Minnesota, Wisconsin, Michigan, Illinois, Indiana, and Ohio. The purpose of the joint venture is to strengthen and develop the individual State's capabilities for continuous staff development. This permanent delivery system would encompass the State department of education, institutions of higher learning, and local education agencies. The States will develop long-range goals which would involve research, dissemination of resources and assistance, and practical applications and innovations. The administrative structure of the project staff is discussed. The implementation of project objectives was achieved in three phases. Final reports for each participating State, making up the body of the report (78 pages), are presented and contain information on State activities and planning in the staff development project. Appended are: a third party year end evaluation report of Phase 3, names of staff development committee, guidelines for a coordinated reporting system, letter of agreement, Phase 3 activity checklist, a brief vitae form, and a needs assessment instrument. (Author/EC)

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A REGIONAL APPROACH FOR IMPROVEMENT OF ADULT BASIC EDUCATION STAFF DEVELOPMENT IN HEALTH, EDUCATION, AND WELFARE REGION V

OEG-0-72-1438

FINAL PROJECT REPORT

1972-1975

MINNESOTA
WISCONSIN
MICHIGAN
ILLINOIS
INDIANA
OHIO

SCHOOL MANAGEMENT INSTITUTE, INC.
750 Brooksedge Boulevard
Westerville, Ohio 43081

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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I. ABSTRACT

In HEW Region V, the Adult Basic Education Staff Development Project was a 6 state joint venture in strengthening and developing the individual state's capabilities for continuous staff development. This "permanent delivery system" was to encompass the state department of education, institutions of higher education, and local education agencies.

After 3 years School Management Institute, Inc., the grantee, can state that each state has measureably increased its capacity and commitment for continuous staff development as stated in the Phase III Evaluation by ARIES Corp., the outside evaluator.

1. All State Education Agencies (SEA's) have either full-time or part-time staff development positions being funded by monies other than 309 funds.
2. Each state has at least one institution of higher education offering graduate level degrees in Adult Education.
3. Thirty-three higher education institutions have increased their course offerings in Adult Basic Education Adult Education.
4. 15,650 Adult Basic Education (ABE) directors, counselors, teachers, and paraprofessionals have participated in staff development activities which stressed a variety of priority issues in Adult Basic Education.
5. 1,189 Adult Basic Educators received specialized leadership training at the Regional level.
6. An interstate communication network was established on both a formal and informal basis.
    - A. The 6 State Education Agencies (SEA's) agreed to keep each other informed as to their planned activities, innovations, and available resources. This was at first through the Project Director, John N. Hatfield, but then through an interstate staff development committee which was formalized in June, 1975.
    - B. A Staff Development Bulletin was published periodically by the Project Director with each state sharing or writing articles to be disseminated throughout Region V and other states. This newsletter provided information to the local practitioner, identifying resources, techniques in instruction, selection of materials, a calendar of events and a wide variety of other information.

C. The Regional Staff Development Committee, comprised of at least two representatives per state, plus the Region V Program Officer and the Project Director, met formally six times per year to jointly plan and to establish the division of labor necessary to carry out the Regional proposal. During these meetings a trust relationship and mutual respect for the individual state differences developed. Conflicting opinions and ideas were presented at every business session; however, the Committee was able to develop a plan of action which didn't violate any state's integrity. The standing agreement was that no state would be forced to do anything on a Regional basis that would be contrary to the best interests of that state; however, a Regional activity couldn't be vetoed by one vote.

D. A formal communication system was established in keeping the minutes of the Region V Staff Development Committee. This became a part of the permanent record, providing pertinent information for the decision-makers in the state, region, and in the U. S. Office of Education.

E. A vitae loose-leaf resource book was compiled by the Project Director, listing over 500-one page vitae of consultants who participated in the states and Regional staff development activities.

F. A list of names, addresses, and telephone numbers of each State Education Agency, outside evaluator, U. S. Office of Education contacts, and the Regional Program Office was given to each State Education Agency. This list of action names and numbers enabled the staff development officials to write or telephone each other for a wide variety of reasons. This formal and informal contact was widely used and continues to be used among the states.

G. Interagency cooperation and planning increased as the priority issues covered career education, administrative management, correctional institutions, cultural diversity, supportive services, learning disabilities, major cities, paraprofessional training, learning laboratory, and federal legislation. This interagency contact helped to increase awareness and professional respect for Adult Basic Education, thus adding an additional dimension to the communication system in each state. The State Education Agencies clearly recognized that Adult Basic Education couldn't solve the undereducated adults problems alone. The private sector and other agencies were called upon to share perceptions and plans.

H. A Regional Needs Assessment was conducted yielding data which helped to identify several new priority areas.

I. A systematic coordinated reporting plan between each State Education Agency and School Management Institute, Inc. resulted in a system which reduced problems concerning Letters of Agreement and the required documentation. The success of this system is reflected in its modified use by each of the states.

7. The staff development activities have helped to improve the quality of Adult Basic Education instruction through the adult educators. This statement is reinforced by the Phase III evaluation. The State Education Agencies and Local Education Agencies (LEA's) generally accept the premise that any significant program change must have a parallel thrust in staff development and evaluation.

8. The Regional Staff Development System helped to bring in outside innovative programs and resources. Thus, the State Education Agency Adult Basic Education officials were able to draw upon the expertise of the Literacy Volunteers of America, World Education, BLK, NWREL-Adult Counseling and CAPT, HumRRO, Adult Performance Levels, I.D.E.A., Maryland T.V. Project, Teacher Competency Inventory-University of Missouri at Kansas City, National Evaluation Techniques-University of Illinois, Corrections-University of Hawaii, PORFIN, and others which were state funded like Teach & Tote, the Mississippi E.T.V. efforts in APL. Hopefully, the National Clearinghouse will continue providing this dissemination linkage with the state departments.

In HEW Region V the future of staff development will vary from state to state. Local program directors will be providing greater leadership for in-service training. Many have had extensive leadership training and have aggressively accepted this responsibility.

Since the majority of adult basic educators have indicated that they want college credit for the hours spent in training, more community college and universities will become involved in the planning of workshops and other activities. The Needs Assessment also indicated that the teachers and administrators preferred programs which were planned by local, state and university personnel.

The states will be developing long-range goals which will involve research, dissemination of resources and assistance, and practical applications and innovations. The first year 1975-76 will find the states developing procedures and systems for their grantees or subcontractors. Sometime in 1976 most of the states will begin developing plans for a competency based needs assessment.

Interstate contacts will continue; however, formal contacts and meetings will be less frequent. Greater responsibility for coordinating and disseminating staff development information will be required of M. Eldon Schultz, the HEW Region V Adult Education Program Officer.

II. HISTORICAL PERSPECTIVE

To understand how the Adult Basic Education Staff Development Project was able to function, one needs to recognize and respect the strength in the diversity among the states of Ohio, Indiana, Michigan, Illinois, Wisconsin, and Minnesota. This diversity is in the geographical size of the states, population, distribution of wealth, educational legislation, and types and degrees of industrialization. For example, Adult Basic Education attempts to serve the rural adult who lives in the Appalachian counties of Ohio to the adults living on the Indian reservations of Michigan, Wisconsin, and Minnesota. One-fifth of the nation's major cities with over 100,000 population are in HEW Region V.

This diversity added to some commonalities at first made the Regional effort extremely difficult. Each state department did have a well-defined department responsible for Adult Basic Education with at least one full-time person in charge of Adult Basic Education. The HEW Regional Program Officer, M. Eldon Schultz, was respected by the chief state school officers and would ususally honor his request for out-of-state meetings. These similarities and differences brought forth a strong feeling of independence rather than interdependence.

When the state adult education officials met in Chicago in late 1971, they all wanted to divide the proposed 309-C grant monies and "do their own thing" without someone telling them what to do in their own state. They rightfully felt that they were in a better position to bring about change if it were needed. However, once they realized that a grantee had to be regionally selected, the states began to soften their objections and voted for School Management Institute, Inc. to be the grantee.

School Management Institute, Inc. (SMI), a non-profit corporation in Ohio, under the direction of Harold R. Armstrong, then the vice-president, submitted a Planning Grant proposal to the U. S. Office of Education. This Planning Grant was approved from February 15, 1972 to May 1, 1972.

The Project Director was to be selected from a list of names recommended by the states themselves. Each state was permitted to vote for each name as it was proposed. The names receiving four or more votes were given to SMI. These candidates were to have a background in Adult Basic Education and have proven leadership capabilities. John N. Hatfield, the Special Federal Projects Coordinator for the Fort Wayne Community Schools in Indiana was hired by SMI during the Planning Grant.

Although most of the state adult education officials knew the Project Director, they resisted an outside influence telling them how or why they should cooperate on a regional basis. Once the federal legislation and guidelines were interpreted by M. Eldon Schultz, who stated that the $363,000 monies would be only available on a regional basis, the state adult education officials agreed to form the Region V Staff Development Committee.

The Region V Staff Development Committee members, usually two from each state, were designated with the prime responsibility of Adult Basic Education and staff development. Each state had only one collective vote. A majority vote was necessary for decision-making; however, it was understood that no state had to participate in a regional activity if it would violate its state laws or departments principles.

The Region V Program Officer, M. Eldon Schultz, was an ex-officio member of the Committee along with the Office of Education Project Officer, Myrna Hugi. Both were called upon to assist in interpreting vague points in the federal guidelines. Ms. Hugi was able to attend a regional Committee meeting in June, 1974 although she regularly received the approved minutes of each meeting. M. Eldon Schultz was present at all business meetings.

Without his vast experience and regional understanding, the three year staff development project would have been handicapped. In fact, some of the states would only approve out-of-state travel at his request.

The Region V Staff Development Committee was designed to function not only as an advisory committee, but, because of the well-established state departments staffed by professionals, the president of SMI told the Committee that he would not force any issues upon them if these issues were contrary to their state law, state Adult Basic Education plan, or would cause a disrupting force in their state. However, SMI had an official Board of Directors who had to approve the operations pertinent to the Region V Staff Development Project. If an impasse were to occur between the Committee and the Project Director, then the Committee could go directly to the president of SMI.

After four revisions of the Phase I Regional Plan, the Committee approved the final draft to be sent to the U. S. Office of Education which approved the proposal on May 2, 1972.

Initially the Committee had problems in clarifying roles. The role of the Project Director was at first viewed as that of a superintendent with the states' officials acting as the school board. By October 1972, the state adult education officials decided that a chairperson, other than the Project Director, was needed to be in charge of the Committee business meetings. This decision was the result of the state officials recognizing that they had a common problem and were willing to relinquish some power but only to one of their peers.

The Project Director's role became that of being a guidance leader rather than a task leader. The Committee's wisdom allowed Dr. Joseph T. Hudson to be elected for the first year and was re-elected each succeeding year. The Project Director communicated with the chairperson concerning issues before the Committee meetings and during other times. Therefore, the lines of communications began to form and opened to the extent that the concern of one state became a concern of the other five states.

By January 1973, it became evident that the U. S. Office of Education Grants and Contracts Office needed to modify its ruling that all subcontracts had to be approved by them prior to any expenditures. After pointing out the discrepancies in such a ruling since Region V could have over 100 subcontracts in a year, the Grants and Contracts Office ruled that grantees could approve their own contracts up to $10,000. After a meeting in Washington, D.C. in March 1973, the grantees were told that even the state departments were to be considered as "outsiders" by the grantee, making all their 309-C staff development activities subject to a subcontractual agreement with the grantee.

This ruling made it clear that SMI would need to set up a formal Letter of Agreement which would spell out the objectives, list the consultants and their services, identify time, date, and place for the activity, and include a line item budget for each and every 309-C activity.

At first this became a heavy burden for the states because each state had agreed to a division of the 309-C monies which allowed each state a varying amount of monies for in-state 309-C staff development activities. Now this flexible arrangement had to be formalized after almost 10 months. The rules of the game kept being changed and these changes were not anticipated; therefore, the frustration of being thrust together to develop mutually beneficial activities was further compounded.

Out of this conflict the Project Director's role was further clarified to be the direct linkage with the U. S. Office of Education. However, this greater degree of freedom and power was tempered with the ruling that if any one state would drop out of the project, the grant would be cancelled by the U. S. Office of Education with the funds reallocated to other regions.

The state departments designated a person to be the principal contact with the Project Director. Usually this person was the state staff development coordinator who was a member of the Region V Staff Development Committee. In case the state Adult Basic Educator director or coordinator wasn't present at a Committee meeting, the staff development official would be empowered to make decisions subject to approval by the Adult Basic Education supervising state official. This decision then freed the Committee to plan ahead and make decisions when in session.

Phase I, therefore, was a period spent in developing roles, understanding differences, developing procedures, and formalizing agreements. Throughout this period conflict was openly discussed and the resulting plans of action were supported by each state. Personal friendships and mutual respect provided the avenue for interstate collaboration and invitations to participate across state lines.

State lines were never breached without the other state officials' knowledge or invitation. All regional activities had a state which agreed to host the activity with the Project Director working in concert with the hosting state staff development official. Several states chose to co-host some regional activities which both states had valuable resources or special interest in the topic.

FORMULA FOR REGIONAL AND STATE FUNDING

1. Each state agreed to the following formula which was based upon the federal funding formula, allotting each state a minimum of $25,000 and computing the balance according to the following percentages after deducting the regional costs of $131,000 for regional activities and office and management costs.

a.	Illinois	46,828.00	$25{,}000 + (82{,}000 \div \frac{5.67\%}{21.3\%})$
b.	Indiana	34,586.00	$25{,}000 + (82{,}000 \div \frac{2.49\%}{21.3\%})$
c.	Michigan	41,015.00	$25{,}000 + (82{,}000 \div \frac{4.16\%}{21.3\%})$
d.	Minnesota	31,545.00	$25{,}000 + (82{,}000 \div \frac{1.70\%}{21.3\%})$
e.	Ohio	45,019.00	$25{,}000 + (82{,}000 \div \frac{5.20\%}{21.3\%})$
f.	Wisconsin	33,007.00	$25{,}000 + (82{,}000 \div \frac{2.08\%}{21.3\%})$
		$232,000.00	

2. These percentages were extracted from the Department of Health, Education and Welfare, the United States Office of Education, Bureau of Adult and Vocational, and Technical Education, Policy Paper--AVT (A) 72-3, dated October 13, 1971.

3. The minimum of $25,000 for any state is the amount the State Education Agencies considered to be necessary for the implementation of any meaningful staff development program within a state.

III. OBJECTIVES/IMPLEMENTATION - PHASE I

Regional: Phase I - May 2, 1972 - June 30, 1973

The following objectives have been met within Phase I:

1. A regional staff development committee has been established and functioned well.

2. Six regional seminars were conducted for the primary purpose of strengthening the leadership capacities of the state education agency officials.

3. Three regional workshops were conducted for the purpose of developing leadership capabilities among local directors.

4. The Region V Staff Development Bulletin has been published six times in Phase I and was being distributed to 400 adult educators in Region V.

5. Consultant vitae have been collected and submitted to the requesting state education agencies upon request.

6. A Needs Assessment Instrument has been developed and was disseminated to every adult basic education staff person throughout Region V. This will be the first formal needs assessment ever conducted on a regional basis. The results were analyzed by October 23, 1973. This objective was difficult to accomplish; however, the states involved local, state, and university personnel in the development of rough drafts which were then combined and modified into a regional instrument.

7. A model for an internal evaluation instrument has been developed and was being used for 309-C activities. Its use was only suggested in that many consultants prefer to develop their own evaluation form; however, the availability of a model insure the evaluation of all 309-C sponsored activities by the participants based upon the proposed training objectives.

8. Three regional workshops and six regional seminars were hosted and co-hosted by the state staff development officials. A paraprofessional training model has been developed and implemented in several states. The hosting of the regional activities enabled the other state officials to gain a deeper insight and greater appreciation for the hosting state's circumstances. This understanding has led to firm and friendly relationships, with a great degree of openness and cooperation among the state adult education officials.

9. Professional adult education courses which were expanded or developed through the state departments of education cooperating with the 309-C Region V Staff Development Project:

Project:

University of Minnesota, Minneapolis, MN

5-104 Adult Ed
5-105 ABE Introduction
5-106 ABE Student Characteristics
5-107 ABE

Mankato State College, Mankato, MN

Special Education--Independent Credit for Workshops
2 paraprofessional
1 professional

Moorhead State College, Moorhead, MN

ED. 499(g) Introduction to ABE

The Ohio State University, Columbus, OH

Masters and Ph.D. in Adult Education

(Developed prior to staff development project.)

Ball State University, Muncie, IN

Doctoral Cognate in Adult and Community Ed.

(Developed prior to staff development project but expanded to include ABE.)

Indiana University, Bloomington, IN

Masters and Ph.D. in Adult Education

(Developed prior to staff development project.)

Northern Illinois University

Masters Degree in Adult Education (Begins 9/73)

Ed. 526 Seminar for Adult Education Administration and Supportive Personnel

Ed. 550T Organization and Administration of Adult Continuing Education

Ed. 597 Independent Research

Ed. 695 Internship in Adult and Continuing Education

Ed. 450T Workshop in Adult and Continuing Education

Ed. 501 Psychological Foundations of Education (Adult Education emphasis)

Ed. 534 Improvement of Instruction (Adult Education emphasis)

Ed. 599A Master's Thesis

Ed. 529 Teaching in Adult and Continuing Education
(These courses were offered both on and off campus.)

Michigan State University

Masters and Doctorate in Adult Education

(Developed prior to staff development project.)

University of Chicago

Masters and Doctorate in Adult Education

(Developed prior to staff development project.)

University of Wisconsin

Masters and Doctorate degrees in Adult Education

(Developed prior but expanded under staff development.)

Expanded to: Principles of Adult Education
Teaching of Reading to Adults

Southern Illinois University

Master of Science with an emphasis in Adult Education

(This Masters program is an interdepartmental one that was cost-sharing funds from the state department of public instruction. It was officially approved August 10, 1973.)

Significant Changes and Long-Range Developments:

1. Establishment of the Regional Staff Development Committee which has led to:

    A. Effective management and cooperative planning of regional activities.

    B. Close personal and professional relationship among the state staff development officials.

    C. Increased awareness of interstate problems and needs.

    D. Increased sharing of ideas and resources.

    E. Increased interchange of invitations for out-of-state participation.

2. A Regional Communication System has been developed through:

   A. The publication of the Region V Staff Development Bulletin every 2 months, serving 4000 adult educators and other interested people in Region V.

   B. A network of contact persons on the state, regional, and national level to inform each other or to trace down "rumors" which are beneficial or detrimental to the staff development efforts.

   C. Coordination of memoranda between the Regional Program Officer and the Regional Project Director, eliminating conflicting information and developing greater understanding within the region.

   D. Regular scheduled meetings to carry out regional business. Fourteen business and planning sessions were held in the Planning Grant and in Phase I. (February 15, 1972 - June 30, 1973)

3. Increased Commitments from Institutions of Higher Education shown by:

   A. Final approval of a Master of Science in Adult Education at Northern Illinois University and a Master of Science with emphasis in Adult Education at Southern Illinois University.

   B. Planning of three doctorates in Adult Education at the University of Minnesota, Northern Illinois University, and at Southern Illinois University.

   C. Planning of a Master of Science in Adult Education at the University of Minnesota.

   D. Expansion of Adult Education offerings through college courses or through workshops and seminars.

      Ball State University
      University of Wisconsin--Milwaukee
      University of Wisconsin--Stout
      University of Wisconsin--Madison
      University of Minnesota
      Mankato State College
      Moorhead State College
      Nazareth College
      Delta Community College

Shaw College at Detroit
Harper College
Northern Illinois University
Southern Illinois University
Oakland Community College
University of Michigan

4. Expansion of State Adult Education Staff Personnel and Responsibilities.

    A. Indiana, Wisconsin, Illinois added full-time state staff development officials.

    B. Ohio, Michigan, Minnesota specifically identified regular state adult education officials to be responsible for staff development on a part-time basis.

*5. State and Regional Adult Education Officials received 12 days of intense training through six Regional Seminars.

    A. Paraprofessional Training
    B. Life Styles
    C. Federal Legislation
    D. Career Education
    E. Effective Interaction in Communication (Counseling)
    F. ABE in Correctional Institutions.

*6. 468 local and state leaders received specialized training in three Regional Workshops and in six Regional Seminars.

    A. Paraprofessional Training (79)
    B. Major Cities--Problems and Concerns (57)
    C. Career Education in Adult Basic Education (82)

7. 3,670 different individuals were involved in staff development activities on the regional, state, area, and local levels during Phase I. This figure includes individuals receiving local inservice training out of 304 state grant funds.

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*Individual program reports are on file in the U. S. Office of Education Program Office.

8. Regional Needs Assessment Instrument

The Regional Needs Assessment Instrument was designed to provide base line data on the needs of teachers, paraprofessionals, and administrators.

In October, 1973, the analysis of the data will provide basis for planning future staff development activities.

There will be three composite print-outs--regional, state, and local districts. The regional analysis will assist the Region V Staff Development Committee in determining the areas of training best accomplished on a regional basis. The state print-out will depict what activities can be best developed on a statewide basis. The local district print-out will indicate the training which can be best achieved on the local level.

The local and state directors will also receive a one-page summary on each individual who completed the Needs Assessment. This will provide a list for the local director to pinpoint who needs what type of training.

REGION V STAFF DEVELOPMENT NEEDS ASSESSMENT SUMMARY

The analysis of the Needs Assessment Instrument was completed October 19, 1973, by National Scanning, Inc. of Columbus, Ohio. The typical respondent could be described as being:

1. Female, 61.1%
2. White, 74.9%
3. Special Education Teacher, 17.7%; full-time position
4. Adult Basic Education assignment--teacher 65.5%
5. Five years or more college education
6. Four years or more Adult Basic Education experience
7. Specific training for Adult Basic Education
    a. Local inservice, 73.5%
    b. College courses, 47.5%
    c. State Workshops, 55.9%
    d. Regional Workshops, 52.4%
    e. National Workshops, 10.4%

8. Desires training in:
    a. Communication Skills--Cross Cultural Understanding, 31.1%
        Interpersonal Dynamics, 31.2%
        Group Dynamics, 32.7%
    b. Inter-Personal Knowledges--
        Psychology of Adult Learner, 39.4%
        Psychology of Disadvantaged, 36.3%
        Student Motivation Techniques, 33.0%
    c. Instructional Skills/Knowledges--
        Counseling and Guidance, 34.9%
        Curriculum Development, 33.3%
    d. Supportive Services Skills--
        Retention Techniques/Practices, 41.1%
        Agencies--Services and Referral, 34.8%
        Job Placement and Follow-up, 36.6%
        Follow-up on Drop-outs, 34.2%
    e. Administrative Skills--
        Monitoring and Evaluation Techniques, 32.2%
        Setting up a Learning Lab, 33.6%

9. Available for Staff Development in
    a. Evenings, 48.1%
    b. Weekends, 53.3%
    c. Summers, 41.7%
    d. Weekday 3-6 p.m., 28.7%
    e. Anytime, 14.1%

10. Desires college credit, 65.6%

11. Prefers training through
    a. Workshops planned jointly by local, state, and university officials, 41.6%
    b. Workshops planned by state and local personnel, 22%
    c. Courses especially designed by universities, 15.3%
    d. Regular existing college courses, 7.9%
    e. Workshops planned by college personnel, 6.1%

12. Wants training to be local, 47.6%--Combination of local, state,
    regional, 24.4%
    Area, 20.2%
    State, 4.0%

13. Wants between 10-20 contact hours of training, 41.9%.

With 1604 instruments tabulated out of 3,000 instruments distributed, the 53% response is considered significant.

SUMMARY OF REGIONAL LEADERSHIP SEMINARS AND WORKSHOPS IN PHASE I

The six Regional Leadership Seminars and three Regional Workshops involved 468 participants connected directly or indirectly with Adult Basic Education.

The Regional Leadership Seminars were designed as inservice training to update knowledge and exposure of the state and regional adult education officials in areas of prime concern. These areas of concern were selected by the state department officials with each state official identifying his or her needs. Through a process of elimination the six topics selected were: (1) Paraprofessional Training, (2) Life Styles, (3) Federal Legislation, (4) Career Education, (5) Effective Interaction in Adult Basic Education, and (6) Adult Basic Education in Correctional Institutions. The three Regional Workshops provided local and sate leadership training in (1) Paraprofessional Training, (2) Major City Concerns, and (3) Career Education. Each state could send six participants out of the regional budget; however, additional participants could be sent on an individual program basis, being reimbursed from state 304 funds or 309-C funds.

Each state selected to host or co-host a regional seminar or workshop with their selection based upon their resource strengths.

Objectives Achieved in Phase II

1. "To seek and establish plans for firm financial commitments and arrangements to build a permanent delivery system for staff development."

    A. It increasingly became apparent that each state would be developing its own delivery system based upon the resources to be developed and those already available which could be committed.

    B. Every state in Phase II had at least one university offering graduate course work and degrees in adult education with varying degrees of emphasis in Adult Basic Education. Several states have only one state-supported university system with a number of extensions or branch campuses. (University of Wisconsin and The Ohio State University.)

C. All cooperating colleges and universities allocated cost-sharing funds in support of Adult Basic Education staff development. Several state departments of education used 304 funds to support the development of adult education graduate degree programs and courses like those at Southern Illinois University and Northern Illinois University.

D. Each state except Wisconsin has committed 304 funds to support a part-time or full-time state staff coordinator.

E. Each state has involved the local program staff in developing local staff development plans. Line items have been identified in local program budgets for staff development activities.

2. "To establish a strengthened local leadership capable of planning and conducting ongoing staff development based upon staff needs in Adult Basic Education."

A. Four regional leadership training workshops were conducted for local program directors and master teachers and counselors:

January 21-23, 1974 --- Administrative Workshop

1) How to identify the need for Adult Basic Education in the community.

2) What are you doing to meet this need for Adult Basic Education?

3) How well are you meeting this need?

4) How to communicate this to those who need to know.

March 13-14, 1974 --- Psychology of the Adult Teacher/Learner

1) The feeling of powerlessness that the adult student has when he/she first enrolls.

2) The adult student has basically the same aspirations as we do.

3) The effect of image on effectiveness.

4) Significance of self-gratification in the reward system.

May 7-8, 1974 --- Support Services for Adult Basic Education Leaders

1) Use of various counseling techniques for adults.

2) Identification of the general state agency system and their funding sources.

3) Use of occupational information for adults.

4) Development of follow-up procedures for Adult Basic Education students.

June 18-19, 1974 --- The Adult Basic Education Learning Laboratory

1) Introduction to the learning lab concept.
2) Psychological background of the programmed learning theory.
3) Demonstration of learning lab materials.
4) Teacher made and adapted materials.
5) Teacher competencies in the learning lab.
6) Utilization of teacher aides in the learning lab.
7) Learning lab management.
8) Individualizing English as a second language.
9) Language learning - practical application.

B. Individual states have conducted leadership training workshops for the local directors and supervisors, teaching them how to plan, organize, develop, budget, and evaluate local inservice training. A number of these local leaders have been involved in statewide planning in every state. This is considered a significant development towards an important segment of the permanent delivery system in the states.

3. "To revise regional and state staff development plans according to the Needs Assessment data and the evaluation findings."

A. Regional plans were definitely revised according to a priority listing of the data, resulting in the four regional workshops identified in Item #2. This revision occurred in the business session held at Telemark Lodge in August, 1973.

B. State plans often incorporated the Needs Assessment information to varying degrees, depending on how representative of the state the findings were.

C. It was generally felt that the Needs Assessment data should only be used as additional resource information to be added to the planning process and not be the sole factor in determining priorities.

4. "To strengthen interstate cooperation and mutual trust among the state staff development officials."

A. In that the Region V Adult Basic Education Staff Development Committee is composed of the state Adult Basic Education officials, they have been able to identify their commonalities and their uniqueness.

B. All regional activities are hosted by one of the states, giving the other state officials a chance to be on the hosting state's turf, which aids mutual understanding and appreciation. Each of the six states in Region V has hosted at least one regional activity.

C. During the business meeting (six per year) states do share their activity calendar and participants are invited from other states.

D. Business meetings have incorporated items of concern for individual states besides the regional project business. Although a formal agenda is followed, the chairperson often allows indepth discussion on particular problems which might arise in a state. Unanimous consent is not required to pass a motion; however, no state is required to participate in any regional activity which might prove embarrasing or be misinterpreted by others in the state.

5. "To expand staff development activities to include at least 4,114 participants."

A. Between July 1, 1973 and June 30, 1974, 4,211 Adult Basic Education paraprofessionals, teachers, directors and counselors participated in staff development activities funded through 309-C funds. (OEG-0-72-1438)

B. Approximately 4,000 additional Adult Basic Education staff were involved in 304 funded in-service training.

5. "To strengthen the regional communication system."

A. The Region V Staff Development Bulletin was printed and distributed to 6,000 persons. Three issues plus a special edition were printed. the Bulletin includes a staff development calendar on state, regional, and national activities.

B. Feature articles include other projects and products which are available. Special resource information is presented to the reader in a personal way. The Continuing Education Unit was featured in the April issue. The Continuing Education Unit is expected to have significant impact upon future staff development activities, providing guidelines for professional quality.

C. Memoranda are sent out to the Region V Adult Basic Education Staff Development Committee keeping them informed as to the information sent to the Project Director for dissemination. This system has meant that a project only needed to contact 10 persons in order to contact the 50 states and three territories.

D. An up-to-date list of the names, telephone numbers, and addresses of all Region V Adult Basic Education Staff Development Committee members is sent to each state Adult Basic Education official.

E. Business meeting minutes are compiled and sent to each Committee member.

F. Fiscal print-outs are sent monthly to each state to aid in planning. Individual activities are identified by the Letter of Agreement number.

7. "To sponsor meetings among educational institutions and the state education officials interested in staff development, for the purpose of making credits for Adult Education/Adult Basic Education transferrable in Region V."

A subcommittee was formed and met on March 21, 1974 to discuss and to develop parameters for such a forum. A date was set for August 27, 1974 for this meeting to be held in Indianapolis, Indiana.

The following is a position paper which was developed by the subcommittee:

POSITION PAPER

Increasing the Involvement of the Region V ABE Staff Developing Project with Institutions of Higher Education

I. Introduction

On March 21, 1974, a subcommittee of the Region V Adult Basic Education Staff Development Project met in Chicago to develop a plan for increasing the involvement of the project with institutions of higher education. Underlying assumptions were outlined in order to state the purposes and limitations of this involvement:

1. Adult Basic Education is a part of the broader field of adult education but has a unique mission.

2. It is recognized that staff development in Adult Basic Education is urgently needed.

3. It is the intent of the regional staff development project to design a permanent delivery system for teacher training which will not necessarily depend on the federal dollar.

4. State education agencies and universities are bureaucratic structures with certain constraints and limitations. Each institution must recognize the limitation and complexities of the others, and must work within the existing framework or system.

5. Because the nature of institutional constraints varies from state to state, the relationship among State Education Agencies and institutions of higher education will be one of voluntary cooperation and participation to extend or expand training opportunities in Adult Basic Education.

II. Proposal

It is proposed that a seminar be held for state staffs and representatives of higher education (the latter to include both those who presently have expertise in and commitment to adult education, and those who are potentially interested in becoming involved). The seminar will be planned by a committee composed of:

1. Staff development committee members involved in the writing of this position paper.

2. One member of the staff development committee from each remaining state.

3. One representative of higher education from each of the six states, each having concern, expertise, and commitment to providing training opportunities for adult educators.

The following sections will clarify the role of the planning group and outline anticipated outcomes.

III. Ground Rules

The planning and ensuing activities are to operate within the following parameters:

1. Each participanting state will pay its own way for planning and for the seminar.

2. The intent and purpose of the proposed activities is to contribute to the establishment and expansion of educational opportunities for Adult Basic Education staff, paraprofessional as well as professional.

3. The planning committee is to structure the seminar to provide ample time for informal dialogue, utilizing small as well as large groups.

4. Key administrators are to be involved in decision-making processes.

5. Each state is encouraged to initiate follow-up activities in keeping with that state's own objectives.

6. Each state will provide feedback to the staff development committee on follow-up activities and outcomes, if any.

IV. Outcomes (Planning Group)

The planning group activities are to accomplish the following:

1. Establish a dialogue among state agencies and institutions of higher education to identify common concerns.

2. Make plans for a regional seminar or greater involvement of higher education in Adult Basic Education. Areas of discussion may include some or all of the following:

   a. Present status of adult education/Adult Basic Education in higher education.

   b. Means and methods for training staff, taking into consideration such factors as widely dispersed populations, part-time personnel, and widely discrepant educational backgrounds of trainees.

   c. Projected status of Adult Basic Education and future training needs.

   d. How State Education Agencies and institutions of higher education can work together to best meet training needs.

V. Suggested Long-Term Goals (Seminar and/or Follow-Up)

Recognizing that there are differences in philosophy and objectives from state to state, and not wanting to pre-empt the viability of the planning group by establishing a definitive set of final outcomes, a list of possible long-term goals are offered for consideration.

1. Establish permanent committees for furthering dialogue and cooperation between the State Education Agencies and institutions of higher education within a state.

2. Provide training opportunities to Adult Basic Education staff on a local or area basis through extended services or similar arrangements.

3. Facilitate agreements among institutions of higher education for waiver of out-of-state tuition for participation in adult education training programs.

4. Cooperatively define criteria for Adult Basic Education staff qualifications in order to build reasonable and realistic criteria for certification.

5. Initiate cooperative planning to build relevant curriculum content in Adult Basic Education staff development activities.

6. Establish transferability of adult education course credit among institutions of higher education.

7. Establish means of recognizing participation in non-credit staff development activities, e.g., through acceptance and use of the Continuing Education Unit.

Objectives Achieved in Phase III

1. "To establish financial commitments to continue staff development activities after Phase III."

   A. Higher education institutions have demonstrated their commitment to assist in offering both professional credit course work, Continuing Education Units (CEU's), and consultant work. Every state has at least one university offering a doctorate in adult education. Dr. Harlan Copeland, University of Minnesota at Minneapolis, has developed a full doctorial program in adult education as a result of the Region V Staff Development Project. Northern Illinois University at DeKalb, under the leadership of Dr. Robert Mason, developed a Masters Degree in adult education, under a partial grant from the Illinois Office of Education. At Southern Illinois University, Dr. Harry Miller developed a graduate degree program in education with an emphasis in adult education through a partial grant from the Illinois Office of Education.

   B. Each State Education Agency has identified a position for a permanent staff development person, either on a full-time basis as in Wisconsin, Indiana, Illinois, Michigan and Minnesota or as a part of the Adult Basic Education field consultant's responsibilities as in Ohio.

   C. Local Adult Basic Education program directors in the states have developed plans for inservice training with monies allocated in the local program budget. Also, many local program directors have submitted 309-C proposals to the state education agencies for innovative types of training programs.

2. "To plan and encourage meetings to consider the need for certification requirements for adult educators."

   A. Most of the states felt that this objective should be implemented on a state level rather than on a regional level, especially since the regional project was being terminated.

   B. Dr. Donald Mocker, University of Missouri-Kansas City, did meet with the state directors in Indianapolis and in Minneapolis concerning his study on Identification of Adult Basic Education Teacher Competencies. Dr. Mocker has made separate agreements with states to provide the test instruments and the computer program for a state study.

3. "To strengthen interagency cooperation and planning, especially with agencies interested in serving the Adult Basic Education students."

A. A Region V Learning Disabilities Workshop was conducted in Urbana, Illinois, for 67 local and state leaders. The special education agencies were involved including Montessori, Helen Moore-Newark, Ohio, Dr. Dale Jordan, Jordan-Adams Learning Clinic in Oklahoma City, Dr. Lloyd Korhonen, University of Wisconsin-Milwaukee, and Bernita Oberholtzer, Executive Director of the Lavengro Foundation in Ft. Wayne, Indiana.

B. A Coping Skills Workshop involved 59 participants in Indianapolis, Indiana. Consultants included Reverend Gerald Stacey and Madaline Gill from the Latin American Family Education Program in Gary, Indiana, Shirley Tucker from World Education, Owen Clary from the South Carolina State Department "Teach and Tote," Dr. Norwell Northcutt, University of Texas-Adult Performance Level Study, Dr. David Boggs, The Ohio State University, Dr. Winthrop Atkins, "Approach to Learning." This exposure to available resources had numerous spin-offs within the states.

C. An Administrative Management Workshop in Dayton, Ohio, had 63 administrators learning how to interpret federal 309 guidelines, use practical program and fiscal accountability techniques from Dr. R. A. Horn, Director of the Division of Federal Assistance in Ohio, Clayton Corke of the same division, Ray Peterson of the Chief State School Officers, Dr. Robert Greer, Assistant Superintendent, Ohio Urban Affairs, and M. Eldon Schultz, Region V-R.P.O.

D. In the Cultural Diversity Workshop held in Lansing, Michigan, 100 participants learned how to critique materials for racism and sexism from Dr. Max Rosenberg, Human Relations Council of Detroit Public Schools. Dr. Robert Rubyan, International Institute, discussed the problems of immigrants and aliens have in adjusting to the American culture. Dr. Darnell Williams, Jackson State University, Jackson, Mississippi, covered the urban and rural Black culture, especially the language. Richard Martinez, a private contractor from Indianapolis, Robert Garcia and Irene Alba, consultants from BLK, Inc. covered the Spanish-speaking Americans. Dr. Mary L. Reiss, New York State Director of Adult and Continuing Education, provided insights into the American Indian culture. This workshop not only provided basic cultural facts, but allowed the participants to apply the strengths of cultural differences to better communicate, recruit, and select curriculum materials which do not offend their students.

4. "To sponsor staff development activities to involve over 6,000 participants, including those receiving local inservice training and other training from funds other than 309-C, including 304 funds and state education funds."

A. In regional and state 309-C activities, 3,397 participants received training.

B. 2,603 participants received training from 304 monies utilized for staff development in the states.

5. "To develop a system of identifying, collecting, analyzing, and utilizing data for staff development activities within the Region."

   A. This objective was not met since 309-C monies are not funding directly the Regional Staff Development Projects.

   B. A subcommittee on higher education met in Indianapolis, Indiana, in October 1974 to discuss how to implement such a system. This planning committee decided that the State Education Agencies would first need to decide what could be best accomplished on the regional level before the higher education institutions could help.

6. "To further develop a Regional Communication System to include a newsletter, dissemination of innovative practices and programs, and establishment of a communications network within the Region.'

   A. Three issues of the Bulletin were disseminated to 7,000 persons and institutions throughout the United States. The Bulletin included scheduled events and other innovative information.

   B. The Project Director disseminated materials to the state directors received from numerous innovative projects, including the following:

      HumRRO-Problem-Solving
      Teach & Tote - South Carolina
      APL - University of Texas - Austin
      Literacy Volunteers of America
      AIM - World Education
      Teachers Competency Report - UMKC
      CAPT - NWREL
      SAGE - NWREL
      Right-to-Read
      Maryland T.V. Project
      Adult Counseling - Bnai Brith
      BLK, Inc.
      Appalachian Literacy Project
      ABE Tests - UMKC
      ABE Literature Survey - UMKC
      Other Region Reports and Materials

   C. A vitae resource book was compiled and given to each State Education Agency in Region V.

7. "To subcontract with a competent, independent outside agency to conduct an evaluation of the Regional Staff Development Project."

   ARIES Corporation of Minneapolis received the subcontract again by an unanimous vote by the State Education Agencies. The evaluation report is attached. Unfortunately, ARIES Corporation went into bankruptcy in July 1975; however, the final evaluation serves a historical purpose. The states were wanting a feedback to occur so that they could incorporate the recommendations in the state plans. (See Appendix I.)

REGIONAL STAFF DEVELOPMENT ACTIVITIES

ACTIVITY NUMBER	ACTIVITY TITLE	DATE	HOSTING STATE	PLACE	NUMBER OF PERSONS	TOTAL 309-C COSTS
R-101-C	ABE Staff Development Business Meeting	7/22/25/75	NA	Cable, Wisconsin	13	$ 3,111.90
R-102-C	ABE Administrative Management	10/8-10/74	Ohio	Dayton, Ohio	63	6,568.15
R-103-C	Coping Skills Workshop	1/15-16/75	Indiana	Indianapolis	59	6,963.43
R-104-C	Learning Disabilities Workshop	2/18-20/75	Illinois	Urbana	67	12,021.35
R-105-C	ABE Staff Development Business Meeting	11/3-6/75	NA	Miami Beach, FL	1	50.76
R-106-C	Maryland TV Project	12/9-10/75	NA	Toledo, Indianapolis	1	54.40
R-107-C	Region V Evaluation--ARIES	9/1/74-6/30/75	NA	Region V	NA	3,500.00
R-108-C	Cultural Diversity	4/9-10/75	Michigan	Lansing	100	7,536.08
R-109-C	Final ABE Staff Development Business Meeting	6/18-19/75	NA	Spring Green, WI	14	1,544.28
	Regional Office Operations (includes Indirect Costs of $27,710.00)	7/1/74-8/31/75 (14 months)	NA	Westerville, Ohio	NA	119,073.12
TOTAL					308	$160,423.47

IV. Project Director's Comments and Recommendations

The State Education Agencies (SEA's) now will be directly receiving the 309 monies from the United States Office of Education. Each state has developed a state plan which includes the guidelines and procedures for special demonstration projects and staff development at the local level.

Many innovative local program directors have already applied for these funds. Hopefully, their efforts will incorporate the recent research findings from two major national studies -- Adult Practical Literacy (APL), University of Texas at Austin and Report on the Identification, Classification and Ranking of Competencies Appropriate for Adult Basic Education Teachers, Center for Resource Development in Adult Education, University of Missouri-Kansas City.

The APL Study identifies five general knowledge areas (occupational, consumer economics, health, community resources including transportation, government and law) in which Americans need to be able to make competent responsible decisions which affect their daily lives and the lives of their associates.

Each of the general knowledge areas has three parts -- a general goal statement, a list of objectives to be accomplished, and a series of tasks utilizing skills required to be able to make competent decisions and solve daily problems. The APL Study has identified the objectives; however, most of the tasks for the objectives still remain to be written and validated. The APL test will be available in the late fall of 1975 to help determine the adults' levels of functional competency. Dr. Norvell Northcutt, the project director, recommends that these tasks will be most effective if they are written at the local level where they will most likely reflect the community needs. Guidelines will need to be developed at the state level.

This move to make the adult education programs more responsive to the functional needs of adults will greatly affect the curricula presently being followed by local education agencies. Instead of stressing only the mechanics of communication and computation skills, materials will be selected or designed to help the student to use these skills necessary to function successfully when confronted by a certain problem situation. Each problem situation can be developed into a module with several levels and solutions. In other words, there often isn't just one right answer in life. Alternative solutions will allow for individual differences. This is reality based instruction.

Since the APL Study has provided a format for curricular development, there will need to be a massive staff development effort to inform the adult educators. Besides informing, the tasks will need to be developed, involving all available resources and personnel.

This may cause some revolutionary changes in education. Dr. Donald Mocker's findings in the Adult Basic Education Teacher Competency report mentioned earlier can readily be integrated into teacher education so that more qualified, competent adult educators can be "certified" as full-time instructors.

However, a large percentage of instructors in adult education are part-time and are certified in the K-12 system. Mocker's report identifies 170 competencies in rank priority which can help in restructuring the objectives for workshops and credit courses.

Dr. Martin W. Essex, Ohio Superintendent of Public Instruction and the Chairman of Community Education Advisory Council, stated in a state-wide Adult Basic Education workshop in Columbus, Ohio that, if any significant change is to occur in education in the near future, it will be through adult education. Adult education presently isn't being stifled by bureaucratic restraints and innovations can be readily evaluated in terms of how well adults are able to perform -- not only in the instructional center but in their real lives and that's where it counts.

The challenge is to help people help themselves and with the leadership now directly in the hands of the State Education Agencies, every agency, teacher, educational institution, and other interested sources will be needed to assist in many different capacities to develop an educational system which is dynamic, reflecting the ever changing American society.

FINAL REPORTS

REGION V STAFF DEVELOPMENT PROJECT

INDIANA - Phase I

I. Introduction

At the time that the Indiana Department of Public Instruction entered into the consortium of Midwestern states which came to comprise the Region V Staff Development Project for Adult Basic Education, a state plan was drafted to outline the anticipated outcomes of the project in Indiana. The plan was developed after holding a series of meetings with representatives of every segment of the educational community to whom staff training in Adult Basic Education might have significant impact or value. Meetings were held with program directors, teachers, and paraprofessionals, and with representatives of institutions of higher education.

The state plan stated that "The prime purpose of the state staff development plan is to formulate and implement a system whereby all concerned Adult Education personnel will have the opportunity to engage in learning experiences that will strengthen and enhance their particular area of endeavor." This statement was followed with lists of needed skills and competencies which were identified during the planning meetings; these skills and competencies were to provide an initial direction for planning relevant learning experiences for staff.

Indiana showed a permanent commitment to the concept of staff development by hiring a consultant-level state staff member to coordinate training efforts in the state. The staff development coordinator was supported with 304 (program) funds and assigned to staff development responsibilities on a full-time basis. Those responsibilities included working with the Region V Committee to assist with regional efforts; establishing and coordinating training efforts at the state and local levels; identifying and utilizing available resources; evaluating staff development efforts; and establishing the sort of linkages which would lead to a permanent delivery system for staff training.

II. First Year Objectives and Results

The following were the major state-level objectives for the first year of the Region V Project:

1. To initiate local staff participation in statewide staff development activities, with priority given to establishment of pre-service opportunities for new and untrained personnel.
2. To involve local staff in planning staff development activities so they might develop skills in in-service planning and so that activities would deal with the real needs of the target group.
3. To provide incentives to institutions of higher education so that they might become involved in offering credit courses to adult education staff.
4. To begin to formulate plans for a permanent delivery system for staff development in adult education.

During the first year, the state hosted seven major staff development activities from Region V funds; these activities attracted 422 participants. Three of the activities were subcontracted with Ball State University, and participants received four quarter hours of graduate or undergraduate credit for completing a course. Except for the subcontracted activities, planning committees comprised of local directors, teachers, and paraprofessionals were instrumental in informulating the objectives and content for the activities. Local staff members were frequently called upon to act as resource persons during activities, including subcontracted activities.

In addition to these activities, nine persons attended a TESOL (Teaching English as a Second Language) workshop in Milwaukee, an activity cooperatively sponsored with two other states. Local staff also attended the Region V workshops and several state and local activities which were conducted utilizing 304 funds.

A workshop for new and untrained personnel was held during November 1972, and attracted 75 participants. The other first year activities focused on basic introductory concepts and methods in adult education: psychology of adult learning, teaching reading, utilization of paraprofessionals, recruitment, and individualizing instruction.

While no systematic attention was given during the first year to setting down definite plans for a permanent delivery system, the year's activities did provide an opportunity to experiment with a number of potential components of such a system. We found that local personnel would respond enthusiastically to training opportunities, even when these activities were held on weekends and when no salaries were paid. We found that local personnel added a crucial perspective to planning, and were willing to participate in planning meetings. We developed some expertise in putting together quality programs of in-service training.

III. Second Year Objectives and Results

The following were the major state-level objectives for the second year of the Region V Project:

1. To continue to sponsor staff development activities, but to begin a shift in emphasis to regional and local training efforts.
2. To develop in local adult education programs the capabilities to carry our local in-service training.
3. To continue working with institutions of higher education.
4. To continue to work toward a permanent delivery system.

Despite the fact that there was a three month period in the second year in which the staff development coordinator position was vacant, the state agenda sponsored seven major statewide workshops using Region V funds. These activities attracted 337 participants. For the first time two activity agreements were written jointly with local school districts in order to sponsor activities of a regional nature, and most of the planning and arrangements were carried out by the sponsoring districts. A third activity was coordinated by the Department of Public Instruction's consultant in its Northern Regional Service Center; with the assistance of a planning committee composed of teachers who attended the University of Milwaukee's TESOL conference the previous year; an English as a Second Language workshop was held in the Northern region for 65 participants.

As in the ESL workshops, planning committees continued to be utilized extensively. Frequently, the committees were composed of persons who had been sent to participate in Region V workshops and who were then able to help share information with others in the state.

The shift to regional activities was made because of a concern that statewide activities could not possibly reach the majority of local staff persons. The Needs Assessment conducted by the Region V Project indicated that a majority of Indiana respondants preferred to have activities which were easily accessible, although a good number also preferred that there be a balance of local, regional, and state activities.

At the beginning of the second year of the Project, local programs were encouraged to request program funds to conduct in-service programs locally. Fifteen of 39 local programs did request some funds and incorporated plans for local inservice into their program proposals.

As the state staff became more sophisticated in planning and conducting staff development activities, a concern for measuring the quality of such programs, especially in terms of the "back home" impact of training on the participants, began to emerge. Toward the end of the second year, and continuing through the third year, techniques for measuring impact were explored. At the final workshop of the year, designed to help teams of local personnel develop their skills in implementing local staff development, pre-post testing and writing of "contracts" for local activities which were to be carried out were utilized. Follow-up contact with the participants revealed that 60 percent of the teams had actually followed through on their contracts; in all but one instance, this was the first time that training activities had been sponsored in these local districts.

A program evaluation instrument developed by the state staff incorporated questionnaire and interview items for directors, teachers, and students which sought to find out what was happening in the local program as a result of staff development activities.

Again, some 304 funds were utilized at the state level for in-service activities. Approximately 90 persons attended the four activities which were sponsored in this manner.

During the second year, two activities were subcontracted with Ball State University, an advanced course on teaching reading and a director's workshop on program planning. A guide for the organization of individualized learning centers was also compiled by Ball State from the products of the previous year's workshops.

The second year then constituted another year of exploration and experimentation toward the establishment of a permanent delivery system.

IV. Third Year Objectives and Results

The following were the major state-level objectives for the third year of the Region V Project:

1. To continue to sponsor staff development activities, placing increased emphasis on regionalizing state-sponsored activities.
2. To continue to develop in local adult education programs the capabilities to carry out local in-service training.
3. To continue to seek and utilize means of following up and measuring the impact of in-service activities.
4. To continue working with institutions of higher education.
5. To continue to work toward a permanent delivery system.

During the third project year, the state sponsored 20 staff development activities from Region V funds, serving 680 participants. An additional 285 participants were served in 16 state and local activities in which members of the state staff had direct roles, either as consultants, coordinators, planning committee members, or observers. Local programs also conducted additional in-service sessions which were planned and held independently of state staff involvement. Twenty-seven of 44 programs incorporated plans for local in-service into their proposals, an increase of 23 percent.

One factor which enabled this dramatic increase in activity was an expansion of the state staff to include a reading consultant and a curriculum consultant. The consultant in the Northern region was also given increased responsibility for staff development in the upper third of the state. The staff development coordinator was able to delegate much of the responsibility for designing program content to other staff members.

Another factor was that a greater number of local programs were able to effectively carry many of the responsibilities for planning and making workshop arrangements. In seven of the activities funded through Region V and in most of the 304 funded activities, local program directors and teachers were largely responsible for organization of programs.

Two of the state-sponsored activities, an orientation for new teachers and a spring directors workshop on proposal planning and writing, were each repeated three times in different parts of the state. This increased accessibility of the workshops for particpants and allowed for more small group activity.

Eight additional state-sponsored activities were of a regional nature. A "Regional Study Group" which had met on an exploratory basis the previous year had its first official session to facilitate communications across state lines between Indiana and Ohio, and involving 13 persons from eight local programs in the two states. Two sequential workshops on instructional materials were held in the Northern region. Vincennes University hosted an ESL workshop, and Blue River Vocational School hosted a curriculum development workshop.

Two universities subcontracted to offer credit courses which utilized the Adult Basic Education instructional television training series developed by the Maryland State Department of Education. Ball State University and the University of Evansville offered the TV courses, which enrolled a total of 19 persons.

Indiana also participated in a training project conducted under the auspices of A.I.M. World Education, with consultant assistance from Indiana University. Eighteen teachers from Gary and East Chicago participated in this project, which involved four intensive weekend training sessions and extensive on-site follow-up consultation in the classroom. Participants prepared visuals from photographs of the community and learned to facilitate student-oriented discussion sessions using the pictures. Participants could elect to receive graduate or undergraduate credit from Indiana University, paying their own tuition.

Partially as a result of increased communication between the state agency and the Indiana University Bureau of Adult Studies, I.U. reactivated an introductory Adult Basic Education course which was held in Indianapolis. Twelve teachers enrolled at their own expense.

Interest in participating in the Maryland TV Project and in the World Education Project was generated from dissemination sessions with the Region V Staff Development Committee by staff of the national 309 teacher training projects which developed those programs. A third national project in which Indiana participated was the Literacy Volunteers of America Project. Seven teachers attended the two LVA training programs hosted by Region V, and participants conducted two local in-service sessions and one state workshop as a result.

Efforts were increased during the year to assess the effects of training. The training programs which were organized around a series of sessions permitted a design in which participants could bring the products of their efforts back to subsequent sessions. At the second of the Northern region workshops on instructional materials, the 30 returning participants brought with them an impressive array of teacher-made and teacher-adapted materials. Several creative projects were completed by individuals enrolled in the Maryland TV courses.

The on-site consultative services which comprised an integral component of the World Education Project provided a model situation for observing the actual classroom impact of the training program.

Single session workshops are more difficult to evaluate, given the limited amount of staff time available for follow-up. Pre-post testing was utilized in the Literacy Volunteers workshop; participants also composed individual "plans of action" for training others in their own program. At a fall directors workshop on publicity, each participant completed a contract, and a follow-up survey resulted in an inundation of the state office with newspaper articles, posters, leaflets, and descriptions of strategies which had been used.

While many training programs are still being evaluated by post-session inquiries about the feelings of participants, the "spot check" efforts to more carefully assess the impact of programs has given us enough information to conclude that our efforts have been worthwhile and effective. The constraints imposed by limitations on time and money make it likely that we will never be in a position to evaluate every activity intensively. However, we will go on seeking ways to improve our assessment procedures.

What of the objective of creating a permanent delivery system for staff development in Indiana? This will be discussed in the following section.

V. Implications for the Future

Participation in the Region V Staff Development Project has certainly resulted in a great deal of attention and activity being focused on the whole area of staff training in adult education. Before the project was initiated, efforts in this area were minimal, and an outside evaluation of the Adult Basic Education program which was completed concurrently with the beginning of the project decried the quality of what had occurred.

A problem which became evident from the start of the project was that training efforts coordinated wholly from the state agency level could never effectively reach all of those persons who have need of training. The training of local program personnel to implement in-service at the program level has been highly successful in some cases, but has only resulted in continuous, quality, and independently organized training in instances where full-time staff members are employed. Most local programs must still rely on part-time administrators and teachers to bear the entire load of instructional and ancillary services.

Utilizing the state's share of 309 teacher training funds, Indiana is now attempting to implement a system whereby the state is subdivided into several regions, each of which will have the services of a teacher trainer. The state staff development coordinator can concentrate on keeping abreast of developments and innovations in the field, procuring and/or developing training

INDIANA--LETTERS OF AGREEMENT FOR STAFF DEVELOPMENT ACTIVITIES

ACTIVITY NUMBER	ACTIVITY TITLE	DATE	PLACE	NUMBER OF PARTICIPANTS	TOTAL COSTS
IN-101-C	Independent Programs	8/1/74-6/30/75	As Approved	38	$ 5,139.31
IN-102-C	Administrative Costs	10/15/74-6/30/75	Indiana	NA	4.90
IN-103-C	Tri-State Regional Study Group	8/6/74 - - -	Angola	7	211.76
IN-104-C	Planning	8/1/74-6/30/75	Statewide	33	1,111.82
IN-105-C	New Teacher Orientation Meetings	11/2-9/74	Statewide	83	2,136.70
IN-106-C	Materials Inservice	12/17-18/74	Indianapolis	7	289.37
IN-107-C	Building Support for Local Programs	12/12-13/74	Indianapolis	59	3,130.13
IN-108-C	ESL: An Introductory Workshop	2/7-8/75	Vincennes	21	1,378.83
IN-109-C	World Education Training Program	2/22/75-4/12/75	Gary	18	2,497.82
IN-110-C	Curriculum Development Workshop	2/25/75	Batesville	26	142.25
IN-111-C	Northern Region Materials Workshop I	3/6-8/75	South Bend	67	4,140.04
IN-112-C	Maryland TV Project	3/8/75-5/31/75	Shelbyville	10	1,612.04
IN-113-C	Evansville ABE/ITV Project	3/18/75-5/20/75	Evansville	9	1,596.61
IN-114-C	Workshop for Correctional Directors	3/24-25/75	Indianapolis	13	635.74
IN-115-C	Southern Region Directors' Workshop	4/3-4/75	French Lick	23	1,573.40
IN-116-C	Central Region Directors' Workshop	4/16-17/75	Kokomo	21	1,227.90
IN-117-C	Northern Region Directors' Workshop	4/21-22/75	South Bend	21	1,378.39
IN-118-C	Professional Development in Adult Education	4/25-26/75	Lafayette	129	254.88
IN-119-C	Training Materials	4/23/75-6/30/75	NA	NA	972.10
IN-120-C	Northern Region Materials Workshop II	5/15-17/75	Warsaw	36	2,305.85
IN-121-C	Workshop for Adult Secondary Directors	5/22/75	Indianapolis	48	1,561.83
IN-122-C	Literacy Volunteers Workshop	5/10-13/75	Rochester	11	1,383.18
TOTALS				680	$34,684.85

programs, and delivering these programs to the field by directing the efforts of the regional trainers. While it will take time to establish and refine such a system, it should ultimately constitute a permanent mechanism for developing and improving staff competencies in the field of adult education.

OHIO - Phase I

State Staff Development Plans and Accomplishments

The overall goal of staff development in Phase I was to develop within each of the eight major cities a strong base for ongoing preservice and inservice training programs since over 400 Adult Basic Education staff personnel are located in major cities.

In order to accomplish this, plans were developed by a staff development committee composed of representatives from each of the eight major cities of Cleveland, Dayton, Columbus, Akron, Toledo, Youngstown, Canton, and Cincinnati. The following objectives have been completed:

1. Identified key personnel in each major city for planning and conducting effective ongoing inservice training.
2. Identified resources to assist the major city key personnel in conducting training programs.
3. Provided preservice and inservice training to all new Adult Basic Education teachers and paraprofessionals in major cities.
4. Opened lines of communication among the major city personnel and the state department in order to make maximum use of the abilities and experiences of each.
5. Surveyed Adult Basic Education staff, establishing a priority of needs within the instructional program.

These state staff development objectives have been accomplished through a series of planning sessions and six in-state regional workshops, involving 591 directors, teachers, paraprofessionals, and university personnel.

Key personnel were also able to participate in three Regional Workshops, enhancing their leadership capabilities.

A Region V Needs Assessment Instrument has been completed by approximately 550 Adult Basic Education local staff personnel, results of which will be available in October, 1973.

State 304 funds were used for six state and area inservice training for 353 Adult Basic Education staff personnel who were not involved in the major city staff development programs. These covered TESOL, Learning Centers, Program Directors, New Teachers Orientation, Rurual Adult Basic Education Programs, and ESL-Adult Basic Education Inservice.

Phase II - 309-C Staff Development

A. Significant Changes and Long Range Developments

Whereas Phase I activities were focused on major cities, Phase II used the major cities to plan and conduct activities serving suburban and rural programs. The majority of participants were a part of 309 activities for the first time. Special needs were met in a workshop for Appalachian Adult Basic Education programs.

B. Increased Commitments and Cooperation by Higher Education

Phase II activities included funding a two week credit workshop at The Ohio State University. A total of 52 Adult Basic Education personnel participated.

Two planning sessions were held with the Dean of Xavier University to plan a credit workshop which will be held in FY75 under carryover.

Dr. Brent Fry of Ohio University served as a consultant in two administrative seminars, and is interested in developing the capabilities of that institution in serving Adult Basic Education needs of practitioners in southern Ohio.

Dean Newton Rochte of Toledo University attended 309 activities as an observer with an interest in developing adult education courses and capabilities at his institution.

As a result of a written survey, 30 institutions of higher education in Ohio have requested their placement on the mailing list for the Region V Staff Development Bulletin.

C. Institution Offering Courses in Adult Education

The Ohio State University remains the only institution offering M.Ed. and Ph.D. degrees in Adult Education.

Xavier University will develop a credit workshop in Adult Basic Education as a part of Phase III 309 activities.

Toledo University hopes to offer three courses in adult education during the 1974-75 academic year.

D. Needs Assessment in Planning Processes

During June and July 1974, all Adult Basic Education directors in Ohio were invited to attend administrative seminars conducted by the Ohio Department of Education.

As a part of activities at these seminars a rank order of staff development priorities determined by Ohio participants in the Needs Assessment was distributed. Blank spaces were provided for participants to add areas not listed.

Directors were asked to designate in rank order with 1 as top priority, their staff development needs for Fiscal 1975.

E. Unanticipated Blockages

No problem occurred in this area.

F. State Objectives Accomplished

The development of local, state, and university resources toward expanding inservice capabilities was continued.

The improvement of professional capabilities of directors, teachers, and paraprofessionals was enhanced through the number of 309 activities and wider base of participants beyond the major cities.

Entire staff needs were met in Phase II as the "team concept" of participants, including paraprofessional as well as professional staff participation was solicited in 309 activities. At one workshop Adult Basic Education students participated on an equal basis.

G. Permanent Delivery Systems

The Ohio State University is adding a faculty member in the 1974-75 school year, thus enlarging their capability to serve Adult Basic Education projects.

Xavier University will, as a result of planned 309-C activities, become the second institution in Ohio to offer credit graduate courses in Adult Basic Education.

Toledo University plans to inaugurate education offerings in the 1974-75 school year.

H. Adult Basic Education Staff Inservice Under 304 Funds

September 74 - Program Directors - Columbus, Hospitality Inn - 111 directors
September 74 - N.W. Ohio Directors - Holiday Inn, Bowling Green - 20 directors
October 74 - New ABE Teachers - Columbus Hospitality Inn - 89 teachers
June 74 - S.W. Ohio Directors - Hueston Woods - 35 directors

309 Staff Development - Third Year Final Report

Staff development funds were used in Ohio in Phase I to focus on Adult Basic Education in Major Cities. The concept was broadened in Phase II to include suburban and rural programs. Phase III brought a further diversification on two levels. Intra-state activities included additional numbers of Adult Basic Education staff participants as well as school districts participating for the first time. Inter-state activities were initiated with cooperative Ohio-Indiana and Ohio-Kentucky-West Virginia staff development programs.

Phase III highlights and noteworthy accomplishments include the following activities:

> Two activities were planned for staff in the Northwest Ohio, Northeast Indiana, and Southern Michigan area. While Michigan staff were unable to attend, evaluations from Ohio and Indiana indicated an interest in further communication of common problems and accomplishments.
>
> Adult Basic Education staff from Ohio, Kentucky and West Virginia met to consider commonalities in working with Appalachian adults. A possible national "first" was achieved when staff development funds from three regions -- Region V, Region IV, and III were coordinated in a single planned activity.
>
> A staff development activity developed by the Kentucky Department of Education, dealing with Individualized Instruction, was offered to Ohio Adult Basic Education personnel.
>
> A staff development activity developed by Literacy Volunteers of America was offered in two separate geographical locations for Ohio Adult Basic Education personnel.
>
> A staff development activity developed in Michigan, Cognitive Mapping, was offered to Ohio Adult Basic Education personnel.
>
> Two institutions of higher education were funded for staff development activities. The Ohio State University incorporated the extern procedure in bringing administrators to campus over an extended time period as administrative skills were developed. Xavier University offered a credit workshop in instructional objectives.

Toledo University hosted a regional conference on use of the Maryland TV tapes. As a result of this conference, Toledo participated in a national evaluation of the TV tapes by incorporating them into a graduate level credit course. No cost was involved from 309 or Ohio Adult Basic Education funds.

A regional workshop on Adult Learning Disabilities was replicated in Ohio, enabling some 80 Ohio Adult Basic Education staff to develop in-depth understanding of a relatively new area of concern.

309 and 304 Participants

Teachers	575
Administrators	298
Paraprofessionals	95
Learning Lab	76
ESL	46
Counselors	4
Vista	2
Total	1,096

Conclusions and Recommendations

The three years of the staff development project involved 1835 Ohio Adult Basic Education staff in in-service training activities. A full year major thrust was directed to major cities which, at that time, enrolled well over half of the state's enrollment.

In addition to increasing working relations with The Ohio State University, capabilities of institutions of higher education were increased as staff development activities included Xavier University, Toledo University, Ohio University, and Miami University.

The needs assessment instrument was valuable in directing efforts in staff development to critical areas, and providing a rational basis for development of local in-service along similar lines.

Attention was drawn to Adult Basic Education, enhancing its image and creating a greater public awareness of the need of adults who are undereducated. The profession of adult education as an indirect beneficiary of this dimension of the program.

OHIO--LETTERS OF AGREEMENT FOR STAFF DEVELOPMENT ACTIVITIES

ACTIVITY NUMBER	ACTIVITY TITLE	DATE	PLACE	NUMBER OF PARTICIPANTS	TOTAL COSTS
OH-101-C	Independent Programs	7/1/74-6/30/75	As Approved	71	$ 5,955.44
OH-102-C	Administrative Costs	7/1/74-6/30/75	Ohio	NA	149.11
OH-103-C	Tri-State Staff Development	8/5/74-1/31/75	Pokagon, IN	9	309.05
OH-104-C	ABE-ESL Workshop	9/20-21/74	Defiance	46	3,209.42
OH-105-C	Back to the Basics in ABE	10/26/74	Columbus	51	1,971.76
OH-106-C	Performance Objectives in ABE	10/26-11/30/74	Cincinnati, Xavier U.	32	5,333.12
OH-107-C	ABE Evaluation: Program Impact on the Adult Learner	10/22-23/74	Columbus	20	1,211.96
OH-108-C	Cognitive Mapping Workshop	11/10-11/26/74	Loudonville	22	5,410.80
OH-109-C	KY, OH, IN--Tri-State Conference	12/6-7/74	Carter Cave, KY	21	1,509.28
OH-110-C	Literacy Volunteers-Parapro NE	2/27-28/75	Cleveland	25	894.19
OH-111-C	Literacy Volunteers-Parapro SW	2/23-24/75	Miami U.-Middletown	26	1,120.30
OH-112-C	ABE Administrators' Seminar	1/10/75-4/15/75	Columbus, OSU	38	12,888.45
OH-113-C	Kentucky Curriculum Guide Workshop	3/21-22/75	Dayton	28	2,203.86
OH-114-C	Reading & Instructional Material--ABE	4/11-12/75	Columbus	71	2,344.51
OH-115-C	Curriculum & Materials Workshop NE	5/9-10/75	Cleveland Area	88	3,844.02
OH-116-C	ABE Learning Disabilities	6/10-12/75	Newark	82	7,319.16
TOTALS				630	$55,674.43

Phase III was particularly instrumental in establishing working relationships across state lines, within the region and between regions where neighboring states share common problems.

Future Plans

Ohio will continue to be represented in regional planned staff development activities, such as the Metric Math and APL workshops planned for fiscal 1976. Plans are being formulated to cooperate with Kentucky and West Virginia in planning joint in-service relating to Appalachian adults. Pennsylvania may be included.

Institutions of higher education have been invited to submit proposals for demonstration projects. The Ohio State University continues to offer the only graduate programs in adult education in Ohio, and in this role will continue to assist in developing professional skills in adult education. In fiscal 1976, Dr. Burton Kreitlow will be a visiting professor at The Ohio State University. Plans are being made to involve Dr. Kreitlow in Adult Basic Education staff development. A summer workshop in Adult Basic Education is being conducted at The Ohio State University.

WISCONSIN - Phase I

The staff development plan was developed through a planning committee composed of one representative from each of the 17 districts, Dr. Burton Kreitlow, a professor of adult education--University of Wisconsin, and Ms. Charlotte Martin, Coordinator of Adult Basic Education.

The primary goal was to involve the 17 district coordinators for Adult Basic Education, who have the full responsibility for planning and executing district preservice, inservice training and program development.

The secondary goal was to initiate a process of replication, relying primarily upon the leadership of the participants from the Region V Workshops.

The following objectives were achieved:

1. Forty-eight participants in Team Development Workshop focused on (1) communication skill, (2) adult learning characteristics, (3) human relations in program development, and (4) evaluation procedures, involving paraprofessionals and professionals working together as a team.
2. University of Wisconsin--Stout conducted a five day Management-by-Objectives Workshop for 15 representatives of 14 districts. This included interpersonal relations in interviewing and cross-cultural awareness understandings inherent to effective management.
3. A 3/4 time state staff development consultant was hired through a subcontract with School Management Institute, using 309-C funds.
4. Nineteen attended an Individualized Instruction Workshop in Milwaukee.
5. Establishment of a university committee of professors of adult education to serve as an ad hoc committee to examine ways to reinforce the efforts already taken to provide university level Adult Basic Education courses.
6. Twenty-five district directors and Adult Basic Education teachers attended a state sponsored Materials Selection and Competency Based Education Workshop.
7. A major effort was taken to send 24 individuals to Adult Basic Education staff development activities held within Region V and nationally. These individuals assisted the state department in planning activities.
8. Thirteen participated in a joint interstate TESOL Institute at the University of Wisconsin--Milwaukee which included linguistics, micro-teaching, and cultural awareness.

Phase I has proven highly successful in establishing a well-trained district leadership and wide spread university involvement. The cooperation from all levels reflects the high level of professionalism in Adult Basic Education in Wisconsin.

Phase II

Phase II has brought three significant changes which carry implications for long range improvement of Adult Basic Education programs in Wisconsin.

First, workshops on curriculum development have been followed by production of materials, course outlines and objectives in four districts. The work produced in each district has been exchanged with other districts and made available to the staff of the Adult Performance Level Project at the University of Texas.

Second, more staff development activities are being planned and implemented at the local level. The state consultant for staff development is being used to assist in the planning.

Third, course offerings through the University system have been extended. The extension division has brought credit courses to local district staff through financial support of the staff development project and independently. In one instance, staff development funds were used to pay expenses and tuition fees were waived.

The University systems have established courses directly related to Adult Basic Education which are on-going on the Madison and Milwaukee campuses.

The Department of Curriculum and Instruction will offer an "on-campus/off-campus" three-credit course in teaching reading to adults to Adult Basic Education staff in southeastern Wisconsin during the fall term.

The Extension Division is actively seeking ways to bring credit courses to the local community through the Educational Telephone Network and classrooms.

No new institutions are offering course work in adult education in Wisconsin.

The results of the Needs Assessment Instrument were used to plan staff development workshops in Wisconsin in terms of content, location, length and duration. It was also a prime factor in our increased efforts to obtain credit for workshops of more than two days. The Wisconsin and Region V results were printed in tables and sent to the districts with the computer print-out of the local results.

No serious blockages were encountered. Efforts were made to increase use of the project for planning and implementing local in-service. As the year progressed, more districts were using its resources and, hopefully, next year the major thrust will be at the local level.

I. Staff Development Objectives Which Were Accomplished

1. A committee has completed a pre-service, in-service package for use in all districts.

2. The four-session reading workshop was held. Twelve teachers participated and received credit. All course expenses were borne by the University of Wisconsin Extension system.

3. Two Career Education workshops were held in November. These were well received and interest is continuing.

4. The week-end reading seminar sponsored in cooperation with the University of Wisconsin--Madison was very successful. Two members of the state staff are enrolled, two Adult Basic Education coordinators and six Adult Basic Education teachers. The staff development consultant has attended all meetings. The content is being repeated in a regular summer session offering.

5. A workshop for learning disabilities was held in southeastern Wisconsin.

6. Work has continued with University staff. Two reading workshops for credit have been held. A three-credit ETN course in Principles in Adult Basic Education was offered. Wisconsin sites are: Janesville, New Richmond, Racine, Juneau, Rice Lake; and Tuskegie, Alabama. University personnel have been over resource people and consultants in all cases except one. Courses with emphasis on Adult Basic Education have been offered each semester at the University of Wisconsin--Milwaukee.

7. A workshop for Adult Basic Education teachers working at Fox Lake Correctional Center was conducted January 23, 1974.

8. Dr. Norvell Northcutt presented the findings of the Texas Adult Performance Level Project to a group of Wisconsin teachers and coordinators. As a result a great deal of time has been spent in developing curriculum.

9. A one-day workshop was held November 10 at Fox Valley Technical Institute with about 100 participants from all areas of the state. Only one Vocational, Technical, and Adult Education district was not represented.

10. Wisconsin has been represented at all meetings of the Region V Staff Development Committee and at all Regional Workshops.

11. The permanent delivery system in Wisconsin will function through communication linkages which are being established between local district coordinators, the Wisconsin Vocational, Technical, and Adult Education state staff and University personnel.

Phase III - Wisconsin

Objective 1: To implement a permanent delivery system for Adult Basic Education Staff Development programs by the end of Phase III. (June 30, 1975)

Implementation of Objective 1: The Wisconsin Board staff has developed and had approved a second full-time position for Adult Basic Education. This is the first step in continuing to develop a permanent delivery system for staff development in Adult Basic Education.

Objective 2: To have participants of regional workshops involved in the development of a permanent delivery system for Adult Basic Education Staff Development programs.

Implementation of Objective 2: The leadership was not provided in Phase III to have participants in regional workshops involved in developing a permanent delivery system. However, with a full-time staff member, a major effort will be given to involving participants who have attended regional workshops to assist in a continuing effort to implement a permanent delivery system.

Objective 3: To strengthen and expand local in-service programs for Adult Basic Education personnel.

Implementation of Objective 3: The district Adult Basic Education Supervisors developed In-Service programs for 263 staff members. The In-Service programs on the district level need further expansion and strengthening and this objective will be continued in Phase IV.

Objective 4: To involve members of the University system in the planning and participation phases of a permanent delivery system for Adult Basic Education Staff Development programs.

Implementation of Objective 4: The University of Wisconsin--Madison will continue to provide professional leadership to the Adult Basic Education program. This effort will be from staff in the Department of Continuing and Vocational Education.

The primary areas of leadership will be seminars, credit courses and Adult Education degrees with a possible emphasis in Adult Basic Education. The University of Wisconsin--Milwaukee staff has not aggressively provided leadership to develop a permanent delivery system for Adult Basic Education. The University of Wisconsin--Madison staff provided leadership by assisting the state agency staff to develop an evaluation model for evaluating district Adult Basic Education programs.

Also, for the first time staff from the Department of Studies in Behavioral Disabilities from the University of Wisconsin--Madison were involved in developing a workshop for Adult Basic Education staff.

Objective 5: To provide local Adult Basic Education in-service programs with an evaluation model.

Implementation of Objective 5: This objective was not completed.

Objective 6: To recommend Adult Basic Education teacher certification requirements based on a teachers' consensus as reflected in a Needs Assessment Survey.

Implementation of Objective 6: This objective was not pursued this year.

THE FOLLOWING OBJECTIVES WERE FORMULATED AFTER JULY 15, 1974

Objective 1A: To train a small cadre' of Adult Basic Education personnel in the needs of the learning disabled adult.

Implementation of Objective 1A: Three two-day workshops were held at various locations in the state. University of Wisconsin--Madison staff, Department of Studies in Behavioral Disabilities, provided instruction for 61 participants. Information presented at these workshops has prove useful to Adult Basic Education instructors.

Objective 2A: To implement three state-wide workshops on Adult Basic Education materials.

Implementation of Objective 2A: Three one-day workshops were held at various locations in the state. Ninety-eight participants received professional instruction in curriculum design and materials use from John Hatfield.

Other Activities: Participation of 30 Adult Basic Education personnel in Regional Workshops

Participation of 31 Adult Basic Education personnel in six workshops, seminars, etc., not sponsored by the regional project.

October 18, 1974

ABE LEVEL I EXEMPLARY TEACHER PROJECT
State Board of Vocational, Technical and Adult Education
University of Wisconsin (Madison)

OBSERVATION SHEETS

Date______________________________

Observer___________________________

Lab or Classroom____________________

Location___________________________

To what degree are the behaviors listed on the next pages demonstrated by the teacher you are observing?

The above question is the focus of the observations to be made. The observer is to look for positive teacher behaviors.

The scale used for recording has a range of from plus 1 (+1) to plus six (+6). If no opportunity for such an observation was possible place a check mark (✓) in the zero column. A comment column is at the end of each item. This can be used for your own notes or to describe the behavior observed which may be judged negative rather than positive and there is no place for this on the scale.

The scale used is as follows and requires a check mark (✓) in the appropriate box on each scale.

0 = No chance to observe this.
+1 through +6 = shows the degree that the behavior is demonstrated by the teacher observed.

Sample of a completed observation:

	0	+1	+2	+3	+4	+5	+6	Comments
The teacher operates within a flexible framework						✓		

NOTE: In order to further refine this instrument, please report any use, values, or problems encountered in applying this instrument to:

Professor Burton W. Kreitlow
University of Wisconsin-Madison
276 Teacher Education Building
225 North Mills
Madison, Wisconsin 53706

TO WHAT DEGREE IS THIS BEHAVIOR DEMONSTRATED BY THE TEACHER?

	Item	0	+1	+2	+3	+4	+5	+6	Comments
1.	The teacher and student together set long range goals.	☐	☐	☐	☐	☐	☐	☐	
2.	The teacher and student together assess student progress.	☐	☐	☐	☐	☐	☐	☐	
3.	The teacher individualizes instruction.	☐	☐	☐	☐	☐	☐	☐	
4.	The teacher promotes suggestions from students.	☐	☐	☐	☐	☐	☐	☐	
5.	The teacher encourages free exchange of ideas with and among students.	☐	☐	☐	☐	☐	☐	☐	
6.	The teacher personalizes learning by bringing in student experiences.	☐	☐	☐	☐	☐	☐	☐	
7.	The teacher is involved in planning for students' learning outside of class.	☐	☐	☐	☐	☐	☐	☐	
8.	The teacher is creative and imaginative when working with students.	☐	☐	☐	☐	☐	☐	☐	
9.	The teacher responds to the attentiveness or inattentiveness of students in a group.	☐	☐	☐	☐	☐	☐	☐	
10.	By using a variety of techniques the teacher demonstrates command of instructional skills.	☐	☐	☐	☐	☐	☐	☐	

		0	+1	+2	+3	+4	+5	+6
11.	The teacher uses academic skill building materials at appropriate levels.							
12.	Non-academic coping skills are included in instruction.							
13.	The teacher includes reading and vocabulary instruction in non-academic areas of the curriculum.							
14.	Teacher made materials are innovative, experimental and adaptive.							
15.	Some instruction is broken into short term tasks when assure daily success.							
16.	The teacher provides positive reinforcement.							
17.	The teacher uses a variety of methods to determine student instructional levels.							
18.	The teacher involves students in small group and large group discussions.							
19.	The teacher provides student with independence in choice of activities.							
20.	The teacher diagnoses the needs of adult students by using a variety of methods.							
21.	The teacher is involved in individual counseling with students.							
22.	The teacher uses specific references to local agencies and institutions.							

	0	+1	+2	+3	+4	+5	+6
23. The teacher reflects an awareness of student interests and activities in the community.							
24. The teacher accepts the students' language.							
25. Students' cultural differences are recognized and used to advantage.							
26. The teacher shows a positive attitude toward students.							
27. Students are comfortable when conversing with the teacher.							
28. The teacher maintains close physical proximity to students.							
29. The teacher is enthusisastic.							
30. The teacher demonstrates self control.							
31. The teacher accepts and/or uses humor affectively.							
32. The teacher's and student's files show evidence of activities and achievement.							

Additional Comments:

WISCONSIN--LETTERS OF AGREEMENT FOR STAFF DEVELOPMENT ACTIVITIES

ACTIVITY NUMBER	ACTIVITY TITLE	DATE	PLACE	NUMBER OF PARTICIPANTS	TOTAL COSTS
WI-101-C	Independent Programs (Includes 3 Curriculum Workshops)	1/31/75-6/30/75	As Approved	117	$ 3,254.98
WI-102-C	ABE--Wisconsin	10/19/75	Waukesha	23	200.00
WI-103-C	Staff Development Consultant for ABE	7/1/74-6/30/75	WVTAE, Madison	NA	16,877.62
WI-104-C	Exemplary Teaching Workshop	10/13-15/74	University of Wisconsin--Madison	8	592.20
WI-105-C	General State Planning	10/1/74-5/31/75	Statewide	7	1,295.34
WI-106-C	Learning Disabilities Workshops	4/1/75-5/31/75	Eau Claire, Lake Geneva, Appleton	66	6,510.45
TOTALS				104	$28,730.59

ILLINOIS - Phase I

The staff development plan was developed within the overall state policies for educational improvement, incorporating a program which includes all staff connected with adult education and supportive services.

The staff development plan embodied identification of training needs, methods of education and training offered to adults, use of educational resources utilizing institutions of higher education, and establishment of educational policies.

The goals of (1) continuing needs assessment, (2) coordination and dissemination, and (3) professional growth of personnel have been achieved through the following accomplishments:

1. A series of four leadership planning and in-service meetings involving 101 directors, university and college representatives and state officials.
2. A series of six state-regional pre-service/in-service workshops involving 988 Adult Basic Education staff personnel and supportive staff personnel.
3. Establishment of a Paraprofessional Planning Committee.
4. Adult Basic Education Counselor Workshop for 151 local counselors, involving state university resources with national and regional consultants.
5. Dissemination of GED research findings throughout the state Adult Basic Education programs.
6. Statewide Adult Basic Education directors workshop, involving 72 individuals for leadership training and program development.
7. Fifteen participants in a joint TESOL Institute at the University of Wisconsin--Milwaukee.
8. Established guidelines for paraprofessional training program, including philosophy, goals and objectives, curriculum, motivation factors, performance based recognition, and evaluation procedures.
9. A full-time staff development coordinator was hired from 304 funds.

The extensive accomplishments have touched 1,353 staff personnel during Phase I. Developments within the universities are significant, establishing Master Degrees at Northern Illinois University and Southern Illinois University, using 304 funds. A strong local base for in-service training has proven successful, involving most of the Adult Basic Education personnel in the state.

Phase II - Fiscal Year 1973-1974

The following was taken from the narrative of the Illinois State Plan for Staff Development 1973-1974:

> "Education in the 1970's will require more than constitutional directives: we need a reordering of our priorities to achieve not only an equalization of educational opportunity, but also a new level of educational quality. The task that confronts us all is to forge a new and farreaching strategy, a strategy of excellence. It must be a strategy which will have as its goal nothing less than making Illinois education the lighthouse for the nation, where all will look to find direction, where all can see what can be done."

It is believed that only by the direct involvement of staff in the definition of in-service needs, in the development of in-service activities, and in the cooperative planning for local education agency involvement in the implementation of the "Action Goals" that relate to adult education programs, will meaningful participation occur. This being the same principle that Dr. Bakalis utilized in the development of the "Action Goals".

This philosophy has been the watchword in Illinois. Illinois believes in the interaction between a multitude of agencies in developing in-service activities.

In terms of objectives, the following workshops were held:

1. Reading Workshop for Level I teachers.
2. Three separate E.S.L. workshops.
3. One general adult education workshop in the northern part of the state.
4. One general adult education workshop in the southern part of the state.
5. Administrators Workshop.
6. Three separate workshops were held at Northern Illinois University helping to strengthen our cooperative efforts.
7. Pre-service Workshop for new teachers in the field.
8. Two separate testing procedure workshops.

All of the above workshops were planned and executed by utilizing a number of resources. We involved Local educational, state educational, higher educational, community educational and other agency personnel were involved to make sure the needs of the adult education teachers and administrators were being met.

Phase III - Staff Development

For the past three years Illinois, along with the other five states in United States Office of Education Region V, has been participating in a project entitled "A Regional Approach for Improvement of Adult Basic Education Staff Development in Health, Education, and Welfare, Region V."

Through this project the State of Illinois has been able to offer to its adult education personnel at all levels of involvement meaningful staff development activities that have increased their ability to work with Adult Basic Education students.

The State of Illinois is committed to the concept that staff development is an integral part of an adult education program and this commitment will be actualized through funds made available to Local Education Agencies for local in-service training.

The Adult and Continuing Education Section of the Illinois Office of Education will continue to be involved in the area of staff development by sponsoring workshops and encouraging and coordinating the efforts of our professional associations, universities and other related state agencies to offer high quality staff development activities.

Through this regionalized effort in staff development Illinois along with the other states in Region V has expanded their knowledge by the sharing of information with the other states. This ability will for the most part be lost with the ending of the Region V Staff Development Grant.

The Federal Register Tuesday, January 21, 1975 Proposed State Program Regulations, Appendix B, point 4, adult education staff development states in part, "It is recommended that each state continue the implementation of its plan, and carefully assesses the desirability of supporting the continuation of a regional approach to staff development."

For all of the reasons stated previously, Illinois also feels it would be desirable to have a regionalized plan for staff development. The problem is there is not a means for carrying out this concept due to state regulations and because of the catalyst, the Federal Government's lack of support in terms of direction and money.

Priorities for Projects Conducted Under Section 309 of the Federal Adult Education Act, P.L. 91-230, as Amended

Adult Education Coordination: Project proposals in the area of coordination are encouraged to review the Final Report of the Task Force on Adult and Continuing Education, "Today and Tomorrow in Illinois Adult Education" (1974). Of particular emphasis is the implementation of some of the recommendations, particularly those found in Chapters II and III of that report. Such proposals are encouraged to develop and implement a system, based on those recommendations, which can be evaluated in terms of program coordination, improvement, efficiency and cost-effectiveness.

Adult Performance Level: The Adult Performance Level (APL) test and objectives will be completed and available for implementation during fiscal year 1976. Project proposals to conduct literacy assessments and develop instructional programs designed to meet APL objectives and other identified needs are encouraged to design systems to avoid duplication of work already completed. Proposals may also be developed to focus on the translation of APL objectives into curriculum and teacher competencies which would improve instructional programs funded to carry out the purposes of the Act.

Bilingual/English as a Second Language: Special project proposals which focus on the needs of those with limited English speaking ability and the competencies to function in an English-speaking society are encouraged to emphasize materials, techniques and the delivery systems to improve the quality of instruction. In Illinois, both urban and rural populations should be given emphasis to reflect the needs of the limited English speaking population of the state.

Curriculum Development: Special project proposals in curriculum development are encouraged to emphasize the articulation of curriculum models between levels and between classes on the same levels. Of specific concern are literacy, computation skills, career awareness, prevocational instruction, and the relationship of individualization to curriculum continuity.

Dissemination: Proposals in the area of dissemination are encouraged to develop and implement mechanisms whereby all adult education programs in Illinois may have the advantage of information about significant national trends in the field, special projects, research and teacher training programs carried out under Section 306 (A) (4) and 309 of the Act nationally and/or state-wide, and those aspects of instructional programs which show unusual promise of contributing to the overall improvement of programs funded to carry out the purposes of the Act. It is anticipated that this priority will be met through the request for proposal (RFP) process.

Evaluation: Proposals in the area of evaluation are encouraged to emphasize the development of model systems for the internal and external evaluation of Adult Basic Education programs. Assistance to local staff in the development of internal evaluation designs and in planning for independent, third party evaluations may also be included. A representative group of instructional programs should be included in the implementation of the external evaluation system during fiscal year 1976. Evaluation should be viewed as a comprehensive effort including, but not limited to, administration, the instructional program and supportive services. It is anticipated that this priority will be met through the request for proposal (RFP) process.

Family Education: Proposals in the area of family education are encouraged to review the comments of the National Advisory Council on Adult Education concerning the parental/child relationship and the best methods to enhance that relationship through adult education programs. Examples of such programs, nationally and in Illinois, may be examined with a view to designing methods and strategies whereby the mutual reinforcement of parent and child will improve the educational and social circumstances of the total family unit.

Regional Resource Centers: The needs of adult students and personnel engaged, or preparing to engage, as adult education personnel may be served well by this approach in Illinois. The adult learner, techniques for effective teaching, and such critical curriculum concerns as basic literacy, computation skills, career education and curriculum articulation through the secondary level would be examples of some of the major thrusts such centers could provide. It is anticipated that this priority will be met through the request for proposal (RFP) process.

Staff Development: Proposals in the area of staff development are encouraged to emphasize needs of the adult learner and innovative strategies, techniques and methods which will contribute to more effective and efficient instructional programs to carry out the purposes of the Act. As specified in Section 3.3.5 of the Illinois Annual Program Plan for Adult Education Programs under the Adult Education Act, the State Agency may provide for teacher training projects for those persons engaged, or preparing to engage, as personnel in adult education programs under Section 304 of the Act.

Supportive Services: Special project proposals in the supportive services are encouraged to emphasize such areas as publicity and recruitment techniques and student retention, motivation and counseling as they relate to the ongoing problems of serving a diverse adult population. Such proposals should be directed to designing strategies for a more effective and efficient program and/or programs of supportive services to improve the quality of instructional programs funded to carry out the purposes of the Act.

The Undereducated, Handicapped Adult: Proposals which focus on the undereducated, handicapped adult are encouraged to address the needs of the physically, mentally and emotionally handicapped and devise instructional methods and techniques that can be demonstrated as effective. Such proposals are also encouraged to take into account social and economic benefits, as well as the educational advancement, which may accrue as a result of improved instructional programs for handicapped adults.

NORTHERN ILLINOIS UNIVERSITY

Fiscal Year 1975

A. Philosophy of the Program

The major direction of the program is specifically indicated under the objectives section. The general plan is to reallocate resources from existing programs which are losing enrollment into the adult-continuing education area which is a growing, developing program. This strategy is in keeping with a major university mission of placing emphasis on lifelong learning and involving adults who have typically been excluded from higher education.

Attitude of groups responsible for growth of the adult-continuing education program:

1. Governing Board (Board of Regents). The attitude of the Board of Regents has been supportive although there has been hesitation on the Doctor of Education degree until more faculty with specific degrees in adult education are available to facilitate the program. This attitude may delay approval of the Doctor of Education for one year, but should help insure a high quality program.

2. Administration. The administration, from the department chairman to the president's level, have continually been supportive of the program even when faced with severe budget limitations. The influence of the Advisory Committee has had a positive effect upon the attitude of the administration and faculty.

3. Faculty. The faculty have been supportive of the program except for a few dissenters who perhaps are threatened by the reallocation of funds from areas that are losing enrollment. The faculty from various colleges and departments who serve on curriculum committees have generally supported the development of new courses and degrees after hearing a defense of the proposals for the new degrees.

4. Students. Increasing enrollment in both on-campus and off-campus classes indicates general student satisfaction with the graduate program. A few students have expressed concern about the narrowness of the objectives which describe the program. They would like to see more emphasis on general adult education and less emphasis on specific Adult Basic Education, English as a second language and high school completion. The addition of new faculty members and new courses should help alleviate this concern.

B. Objectives

1. Offer professional preparation programs in adult-continuing education for persons presently holding or intending to occupy positions such as Adult Basic Education teachers, high school completion program teachers, instructors of English as a second language, or administrators of adult-continuing education programs.

2. Provide courses, advisement, and information for students currently enrolled in other departments at Northern Illinois University who wish to explore the field of adult-continuing education.

3. Develop an active and influential advisory group to assist adult-continuing education faculty with the development and continuous evaluation of the graduate program.

4. Develop workshops, seminars, institutes, conferences, and in-service programs of study for persons who already hold positions in adult-continuing education.

5. Provide counseling, research, field projects, advisory service, consulting and leadership to adult-continuing education programs.

6. Strengthen the adult education program at each institution in Northern's geographic area by stimulating inter-institutional cooperation and sharing the human and economic resources available.

7. Prepare personnel for leadership roles in the following adult-continuing education programs: basic education for adults, English as a second language, community college, and university adult education programs.

8. Provide opportunity for potential junior college or high school administrators and faculty to study the field of adult-continuing education.

Specific Objectives

1. By the spring of 1975, a doctorate of adult education degree will be approved through the Board of Regents process.

2. At the end of the summer session 1974, four successful advisement days shall have been completed.

3. By the fall of 1974 all of the adult-continuing education graduate staff offices will be centralized in a group of offices in the Graham or the former Gurler School complex. During the fall of 1974 all curriculum materials will be centralized into the College of Education Resource Center.

4. Two new adult-continuing education faculty shall be added to the adult-continuing education graduate program before or during the fall semester. The positions will be in the following areas: ERIC-ACE professor; and a professor to provide leadership in research methodology, individualizing instruction, and evaluating adult-continuing education programs. Funds from the O.S.P.I. grant will help pay travel, advertising and selection committee costs.

5. By January 1974, a master's degree may be obtained by attending off-campus extension centers. Extension centers are initially planned for the Quad Cities area, Rockford, Waukegan, Arlington Heights, River Grove, the Chicago area, the DuPage County area, Joliet, and the Thornton Community College area.

6. During fiscal year 1975, a special reading course for adults will be developed and submitted for approval through the several curriculum committees at the various stages of the University. The reading course will be developed cooperatively by the NIU Reading Clinic, the adult-continuing education graduate program area, O.S.P.I. reading specialists and selected adult reading teachers.

7. During fiscal year 1975, advisement days will be held at least once each semester and during the summer session.

8. By January 1975, the internship program shall have grown to the extent that it will require a full-time internship supervisor position.

9. During fiscal year 1975, the Graduate Studies in Adult-Continuing Education Advisory Committee will remain active in developing, evaluating and promoting the program. The committee will also assist in selecting new staff. Funds from the travel budget will continue to pay the expenses of advisory members and in recruiting staff.

C. Courses

The courses offered during the fiscal year 1975 summer session and fall session are listed as follows:

Summer:	Education 451	The Nature of Adult-Continuing Education
	Education 566C	Counseling the Undereducated Adult
	Education 566J	Development and Promotion of Non-Credit Community Courses
	Education 578C	Teaching Adults English as a Second Language
	Education 555	Internship (5th year level)
	Education 597	Independent Research (5th year level)
	Education 598	Independent Research (6th & 7th year level)
	Education 695	Internship (6th & 7th year level)
Fall:	Education 451	The Nature of Adult-Continuing Education
	Education 503	Introduction to Educational Research
	Education 529A	Adult Learning: Maturity to Old Age
	Education 529B	Curriculum Development of Adult-Continuing Education
	Education 550T	Organization and Administration of Adult-Continuing Education
	Education 554A	Methods and Materials in Adult-Continuing Education
	Education 554B	Methods and Materials in Adult-Continuing Education
	Education 555	Internship (5th year level)
	Education 497	Independent Research (5th year level)
	Education 498	Independent Research (6th & 6th year level)
	Education 695	Internship (6th & 7th year level)
	Education 699	Doctoral Research and Dissertation

Courses for the spring session are in the planning stage and cannot be finalized until new staff members are hired and Dr. Simpson returns from his sabbatical.

D. Staff Development

The graduate program in adult-continuing education at NIU is willing to offer credit or non-credit courses and learning experiences at times and places convenient to the learners. The graduate program will continue to cooperate with O.S.P.I. staff development projects to the extent that O.S.P.I. desires our participation. Three different staff development activities which are planned for the summer session are listed below:

Education 566C	Counseling the Undereducated Adult
Education 566J	Development and Promotion of Non-Credit Community Courses
Education 578	Teaching Adults English as a Second Language

NIU will contribute $4500 to pay for the salaries and expenses of consultants and will furnish in kind costs of Spikes, Woodstrup, Jackson, Mason, Veri, Madison, Kaplan, and other graduate assistants and student assistants.

NIU plans to develop a special reading course for adults in conjunction with the O.S.P.I. staff development personnel, the NIU Reading Clinic and the NIU graduate program in adult-continuing education.

At least one national adult-continuing education conference will be attended by each faculty member. The Southern Regional Education Board found that United States Office of Education staff development money was best spent by providing adequate travel money for staff for university professors to keep in contact with practitioners and programs in the field. The graduate program staff will attempt to attend as many state adult education conferences as possible. Biweekly meetings are planned for adult-continuing education professors and students to hear from selected speakers.

F. Progress Reports

The quarterly reports which must be submitted to S.E.A.'s office will be based on the objectives listed and the status of the activities which were outlined in the specific objectives section. The content will indicate the status of the doctoral program, the new staff positions which are to be filled, and the courses which are to be taught.

G. Permanent Delivery System

Development of a permanent delivery system for graduate education in adult-continuing education should be enhanced by the budget breakdown for fiscal year 1975. A proposed budget is set up so that NIU will pay two-thirds of each budget item and O.S.P.I. the remaining one-third. This arrangement should force the university to put hard tax dollars in each category and avoid the use of O.S.P.I. money for such traditionally hard to fund items as secretarial services, travel, and supplies. The official approval of the master's program has provided a permanent base and the successful approval of the doctoral program will further strengthen the delivery system. Brochures and forms used for internships which have also become part of the permanent delivery system are displayed in Appendix C.

H. Evaluation

Major strengths:

1. Support for the graduate program from all levels of the university, the advisory group and O.S.P.I.
2. The capability of the program to offer courses and learning experiences at times and places convenient to the learner.
3. The location of the university in a highly populated part of the state, which should cause continued growth and development.
4. Off-campus degrees in the Quad Cities and Rockford area.

Weaknesses:

1. Lack of off-campus degrees in certain areas of the state.
2. Lack of leadership in the ESL area.
3. Lack of opportunity for study on the doctoral level.

Proposed activities designed to overcome the weaknesses:

1. As specified, off-campus degrees may be obtained at the following locations: (Hopefully by the spring of 1975.) Quad Cities area, Rockford, Waukegan, Arlington Heights, River Grove, the Chicago area, the DuPage County area, Joliet, and the Thornton Community College area.
2. A request to secure a professor with expertise in the ESL area has been submitted and approved by the department chairman. The request has been forwarded to the dean.
3. Effort to obtain approval of a doctoral level degree in adult-continuing education will continue. The addition of the faculty as outlined in Appendix A should persuade the program officers of the Board of Regents and the IBHE to push hard for official approval of this degree.

Methods and procedures of evaluation:

Development of the program in adult-continuing education at Northern Illinois University will be evaluated under a comprehensive plan with six sections. This approach includes provisions for detailed evaluation of all aspects of the program. These six sections appear below:

1. The Advisory Committee and its subcommittees shall review all aspects of the program on a continuous basis.

2. There will be a self-evaluation of the adult education faculty at the middle and at the end of each semester.

3. There will be a comprehensive evaluation of the core faculty, intern instructors, and graduate assistantships, once each semester.

4. There will be individual student evaluation in some written form for those students enrolled in a graduate class on-campus and on extension, as well as students in workshops, internships, and independent study. This evaluation will take place both during and at the end of the course work.

5. There will be a follow-up evaluation one year after graduate students obtain their graduate degrees in adult education. This follow-up will take the form of a one-page questionnaire which will be mailed.

6. There will be evaluation from outside university consultants with a minimum of one consultant per year in the spring.

The Advisory Committee, which represents all aspects of adult-continuing education in Illinois, including the various governing boards, will be the most important aspect in the evaluation. It will be their responsibility along with the graduates and university administrators to determine the success, failure, and future of the program.

SOUTHERN ILLINOIS UNIVERSITY

Fiscal Year 1975

A. Philosophy of the Program

The program is an interdisciplinary graduate level program of studies including over 18 academic units within the university community. A primary assumption for the program is to provide specialization for a variety of teaching and administrative needs. Given this approach, one of the major directions Southern Illinois University--Carbondale adult education graduate program is to enhance participation of academic departments and service units in working with adult education programs in Illinois.

On August 10, 1973, the Southern Illinois University Board of Trustees issued the following resolution:

> "Whereas the College of Education at Southern Illinois University at Carbondale has proposed a reasonable and moderate extension of its M.S. in Education program to include a concentration in Adult Education;
>
> And whereas, such reasonable and moderate extension addresses an area of increasing importance to society and the educational community;
>
> Now, therefore, be it resolved, by the Board of Trustees of Southern Illinois University in regular meeting assembled, that the reasonable and moderate extension of the M.S. in Education program to include a concentration in Adult Education be, and is hereby, authorized."

The Board of Trustees further stated:

> "Adult and continuing education have been identified as priority areas of concern particularly for secondary and higher education. In response to this concern, the College of Education at Southern Illinois University--Carbondale has proposed a reasonable and moderate extension of its M.S. program to include a concentration in Adult Education. The great majority of the resources necessary to support such an extension are presently available at Southern Illinois University--Carbondale. Therefore, the concentration can be initiated in 1973-74 with a few additional resources to be provided in 1974-75. This proposal has been reviewed and approved by the Graduate Council, the Dean of the College of Education, the Graduate School and the Office of the Vice President for Academic Affairs and Provost."

B. General Objectives of Program - 1975

Objectives	Achievement	Evaluation
1. Given three months, each community college in the southern 32 counties of Illinois will be contacted in order to ascertain their involvement in adult education.	1. This will be achieved by assessing courses, students served and programs offered.	1. The compilation of courses, students served, and programs offered will be written.
2. The director will during the fiscal year offer instructional coordination and assistance for regional in-service workshops and conferences for full and part-time adult education programs in southern Illinois.	2. The staff director working in cooperation with the staff development personnel of the office of Superintendent of Public Instruction/s Adult Education Section will make available Southern Illinois University --Carbondale services and competencies for the improvement of curriculum and instruction.	2. Evaluation of in-service programs will be made by participating teachers, staff personnel from OSPI, and the director from the Studies in Adult Education office of Southern Illinois University--Carbondale.
3. The director for the Studies in Adult Education during the fiscal year will promote and maintain graduate advisement for students in the adult education Master's program.	3. Regular office hours each week will be maintained as well as speaking to classes in various academic units.	3. A log will be kept as to the number of students seeking advisement, number of notations made in student folders on file in the office, and number of courses in which presentations are given.
4. The director will for the fiscal year provide technical and writing assistance to cooperating departments and units of the program in seeking external funds for adult oriented projects.	4. Specifically, the director will assist in project development on four proposals.	4. Copies of proposals in which assistance has been provided will be put on file with the Director of Adult Education of OSPI.
5. The director by February 28 will design and write a research proposal which will focus on assessing Adult Basic Education Teachers' needed competencies.	5. A draft proposal will be written describing objectives, time allocations, rationale, research procedures, analysis of data, and reporting of findings. Assistance for this report will be sought from the consultant staff of OSPI.	5. A copy of the proposal will be placed on file with the Director of OSPI.

Objectives	Achievement	Evaluation
6. Assistance in new graduate level course development will be provided to cooperating departments and units during the term of funding.	6. Assistance in the development of graduate level courses in reading, evaluation, and services will be given to interested departments and units.	6. Copies of new course proposals with accompanying committee reactions will be submitted to the Director of Adult Education of OSPI.
7. A five year plan for the Studies in Adult Education office in the College of Education will be designed by the end of the fiscal year.	7. The five year plan will outline future goals, objectives, and directions for the office. The relationship of the office with OSPI will be directly dealt with in the plan.	7. The plan will be reacted to by faculty members involved with the adult education program and copies will be disseminated to involved groups.

C. Staff Development

The Studies in Adult Education Project can lend financial assistance and manpower support for staff development. Such support services as secretarial assistance, commodities, travel and lodging expenses and instructional services of Southern Illinois University--Carbondale can be used. Manpower assistance in terms of the director can also be used in providing some in-service programming.

Specific in-service offerings for local part and/or full-time programs can be provided with the assistance from Mr. Tegarden's office. These would include:

1. Regional and local curriculum and instruction workshops for non-degree course credit.
2. Courses currently offered can also be made available to adult education teachers interested in seeking self-improvement.
3. Practicums concerning curriculum, instruction, reading, and language arts are available for adult educators each semester.
4. Programs of study and faculty are available for those adult educators interested in pursuing an advanced degree at the master's or doctoral level.

D. Progress Report

It is proposed that a Progress Report be submitted to the Director of Adult and Continuing Education of OSPI once every four months. These reports will respond to the objectives, achievements, and evaluations enumerated earlier in this proposal. The four reports will describe the extent to which the objectives are being achieved at that particular time. A description of the results will be provided in the Progress Report for those objectives which have been achieved.

E. Permanent Delivery System

The College of Education has made a commitment to provide personnel and services for the development and improvement of adult education in southern Illinois. The Studies in Adult Education office will be maintained and directed by a professional staff, as it has for the past three years. Additional staff and faculty support will be assigned as is needed by the office. New courses are being discussed, planned, and researched. The approval procedures for new course adoptions are (1) approval by the Graduate Affairs Committee of the College of Education, (2) approval by the Graduate School, and (3) approval by the Provost's office.

F. Evaluation

H.A. Strengths of Program Are:

1. An interdisciplinary program of studies possessing a wide variety of electives.
2. Support and commitment to the program from the Dean and Provost's office.
3. Involvement in such professional activities as research, service, and teaching.
4. Support and assistance given to university departments and academic units.
5. The professional relationship established with the Adult and Continuing Education Section of OSPI.
6. To disseminate information concerning adult and continuing education to cooperating departments and units.
7. To provide upon request special assistance and services relative to adult and continuing education to community and regional institutions.

ILLINOIS--LETTERS OF AGREEMENT FOR STAFF DEVELOPMENT ACTIVITIES

ACTIVITY NUMBER	ACTIVITY TITLE	DATE	PLACE	NUMBER OF PARTICIPANTS	TOTAL COSTS
IL-101-C	Administrative Travel	7/1/74-6/30/75	As Approved	30	$ 6,161.13
IL-102-C	Administrative Costs	7/1/74-6/30/75	Illinois	NA	3,957.25
IL-103-C	Directors' Workshop	8/12-15/74	Grafton	58	7,614.36
IL-104-C	General State Planning	7/1/74-6/30/75	Illinois	163	2,418.47
IL-105-C	Communication Update Workshop	9/18-21/74	Giant State Lodge	29	2,711.51
IL-106-C	Literacy Volunteers of America Tutor-Training Workshop	2/3-5/75	Bloomington	20	1,527.55
IL-107-C	Regional GED Workshop	4/19/75	Hillside	93	3,627.10
IL-108-C	Southern Region Workshop	2/6-8/75	Collinsville	216	3,214.46
IL-109-C	Drive-In Workshop	1/24/75	Marion	23	239.79
IL-110-C	West Central Regional Workshop	3/20-22/75	Galesburg	88	1,041.98
IL-111-C	Reading Workshop	4/1-3/75	Springfield	79	7,451.09
IL-112-C	Administrators Meeting	4/28-30/75	Springfield	88	5,503.90
IL-113-C	Drive-In Workshop	2/20/75	Olney	34	350.74
TOTALS				921	$45,819.33

H.B. Areas in Need of Improvement:

1. The Studies in Adult Education office needs to play a more direct role in providing in-service leadership for area programs.
2. The office should assess its research capabilities and design a program of research involvement (initial attempts have been undertaken).
3. The program needs to involve more credit and non-credit students.
4. The office needs to continue and increase its participation and dissemination of professional ideas, concerns, trends, data, interpretations, and methodologies through a variety of avenues and means.
5. Office personnel needs to make a greater contribution in state and national adult education associations.

MINNESOTA - Phase I

The staff development plans were developed by a committee consisting of local directors, university representatives, and the state Adult Basic Education coordinator. The intent was to establish a permanent delivery system through in-service workshops conducted by local education agencies, courses and seminars conducted by the colleges and universities, and the cooperative efforts of both coordinated by the state department of education.

The following objectives have been achieved:

1. A Needs Assessment Survey has been completed and the results have been analyzed. The results have provided the basis for Phase II state staff development plan.
2. Moorhead State College conducted a series of five workshops involving 37 participants, covering (1) recruitment and retention, (2) individualizing instruction and goal setting, (3) administration and planning, (4) counseling in the Adult Basic Education program, and (5) future trends in adult education.
3. The University of Minnesota has established two new graduate credit programs in adult education--Educ 5-104 and Adult Basic Education--Educ 5-107.

The College of Education developed a series of courses for the preparation of Adult Basic Education personnel. These courses are under study by the College's Subcommittee on Curriculum. A total of 36 Adult Basic Education personnel attended these courses.

4. The state department of education, Adult Basic Education office, conducted a workshop in "Management by Objectives," involving 19 local and state officials.
5. The state department and Minneapolis Public Schools Adult Basic Education program sponsored a "Counseling Workshop in Adult Basic Education." Eleven participated.
6. In March, 1973, a part-time Adult Basic Education consultant was hired to assist the state Adult Basic Education Coordinator, funded with 304 funds.
7. Mankato State College conducted two Adult Basic Education paraprofessional training workshops and an Adult Basic Education professional teachers workshop in cooperation with the state department of education. Thirty-seven paraprofessionals were trained and 21 professional Adult Basic Education teachers received training.
8. A state-wide staff development evaluation was conducted by a committee on a continuous basis.

During Phase I substantial commitment for Adult Basic Education staff development has been constituted at all levels.

Introduction

The continuation in the third year of the United States Office of Education, Region V, Staff Development Project, funded under Section 309 of the Adult Education Act of 1966, P.L. 91-230, is based on the educational needs expressed in the State Plan for the past two years of operation.

In addition to the 179,000 persons who are 25 years of age and over who reported to the census taker that they had completed fewer than eight grades of school, there are 278,000 in this same age group who said they completed fewer than four years of high school.

These facts demand that professional adult educators in Minnesota marshal those human resources in the state which will provide maximum opportunities for administrators, teachers, counselors and paraprofessionals to develop abilities to help educationally disadvantaged adults functioning at elementary and secondary levels.

The purpose of this Third-Year Plan then is to continue to build a program of beneficial learning experiences for all those persons involved in teaching individuals 16 years of age and older who lack the ability to speak, read, and write the English language and cannot meet their adult responsibilities. Participating staff will continue to function at the local, state, and higher education levels.

Continual efforts will be made to identify, develop, and expand human resources within the state to meet staff needs in Adult Basic Education.

Overview of Phase II Accomplishments

Four institutions of higher learning were engaged in conducting Adult Basic Education Staff Development activities during the past year. They offered courses and workshops for professionals and paraprofessionals and were aided by state grant funds from Title III, P. L. 91-230.

1. Mankato State College

During the fall quarter a class entitled "Introduction to Adult Basic Education" was offered as part of the United States Office of Education, Region V, Adult Basic Education Staff Development Project.

Dr. Antusa Bryant, Professor of Special Education at Mankato State College, conducted three workshops during the year. Two workshops were held for paraprofessionals and one for professionals. These workshops attempted to train the members present in Adult Basic Education skills so they could return to their local programs and share their training with fellow Adult Basic Education practitioners.

2. Moorhead State College

In the Mini-project conducted at Moorhead State College, workshops were held for Adult Basic Education teachers, administrators, and prospective Adult Basic Education teachers. The topics discussed during the workshop series included:

1. Recruitment and retention of Adult Basic Education students
2. Individualizing instruction and goal-setting in Adult Basic Education
3. Administration and planning in Adult Basic Education
4. Counseling in the Adult Basic Education program
5. Future trends in Adult Basic Education.

3. University of Minnesota

Two courses were offered by the University of Minnesota during the 1973-74 academic year for Adult Education and Adult Basic Education personnel:

Edu 5-104	Adult Education (3 cr). Agencies, programs philosophies, history and trends. Each student will devote some time to a field of special interest.
Edu 5-107	Adult Basic Education: Instructional Methods and Materials (3 cr). Specific educational assessment and research; methods and materials in reading, listening, arithmetic and consumer mathematics; writing and speaking; evaluating outcomes of instruction.

In addition, the College of Education developed a series of courses for the preparation of Adult Basic Education personnel.

4. Bemidji State College

Because of the multiplicity of Adult Basic Education activities already conducted during the regular school year and the availability of the Northern Minnesota campus during early summer, it was considered advantageous for Bemidji State College to conduct a five-day Adult workshop for graduate and undergraduate credit in June 1974.

5. State Educational Agency

The Minnesota State Department of Education coordinated a series of local in-service training sessions for Adult Basic Education teachers. The teachers from various regions throughout the state met in their own geographical regions to plan where, when, and how they would conduct their own in-service training sessions. Approximately 10 sessions were held in five different areas of the state to permit the teachers to meet other Adult Basic Education teachers in their own regions and share information and Adult Basic Education materials. At the completion of the year, a booklet of shared Adult Basic Education materials was compiled by the State Department of Education and distributed to Adult Basic Education teachers and administrators throughout the state.

Early in 1973, a part-time Adult Basic Education consultant was hired at the State Department of Education to assist the coordinator of Adult Basic Education in the United States Office of Education Region V Adult Basic Education Staff Development Project. This position will continue to be funded under Section 304 of the law and is intended to facilitate the smooth operation of the project at the state and local levels.

Permanent Delivery System

With the impetus of the United States Office of Education Region V, Adult Basic Education Staff Development Project funds, the cooperating institutions of higher education in Minnesota have accelerated their adult education program development. The University of Minnesota has instituted five adult education courses with Adult Basic Education components. It has taken steps to establish an Adult Basic Education Materials Center on the campus and secure additional Adult Basic Education faculty members. It will continue to develop its adult education program following fiscal year 1975 when Region V federal funds are discontinued.

The other three cooperating colleges are also continuing to develop adult education courses, workshops and seminars and will extend their Adult Basic Education services to the college and community following the completion of the United States Office of Education Region V Adult Basic Education Staff Development Project.

A Human Resource Booklet was developed during the Region V Project so Minnesota Adult Basic Education Program Directors would have a list of Minnesota personnel prepared to conduct training sessions with their teachers and other Adult Basic Education personnel. Additional personnel may be listed as they are identified as Adult Basic Education resource persons willing to share their expertise with others.

Phase III

Based on the needs assessment for Adult Basic Education staff development conducted by Dr. Bryant, the state developed a plan for training Adult Basic Education personnel which was implemented upon approval. The objectives for the State Plan are:

1. To aid the four participating institutions of higher learning to increase their commitment in establishing Adult Basic Education staff development services through the addition of time, funds, and personnel.

2. To continue to seek out those problems or needs in staff development in Minnesota which may be common to other states in United States Office of Education Region V, and can be better treated at the regional level.

3. To continue to identify capabilities and roles of minority agencies or individuals to develop staff development services within the state.

4. To continue to establish procedures by which learning institutions will eventually assume fully responsibility for Adult Basic Education staff development.

5. To continue to assist local educational agencies with their Adult Basic Education in-service staff development activities, using such methods as teacher-trainer teams.

6. To expand the Adult Basic Education staff development Human Resources Booklet to permit Adult Basic Education directors to employ the expertise of other qualified personnel in their Adult Basic Education staff training programs.

7. To continue to act as the generating force in the development of better Adult Basic Education Staff Development projects throughout the state of Minnesota by establishing an efficient delivery system of Adult Basic Education staff training for the local school districts.

8. To continue to secure, from institutions of higher learning, commitments to teach Adult Basic Education courses which are based on Adult Basic Education teachers' needs as expressed by those same teachers in the field.

9. To continue to implement the recommendations offered by the respondents of the Adult Basic Education needs assessment questionnaires concerning future Adult Basic Education Staff Development activities in Minnesota.

During Phase III, Minnesota attempted to extend its work and progress with getting college level courses established in the collges and universities throughout the state. The University of Minnesota now has two full-time positions in adult education. It offers two courses at the graduate level in Adult Basic Education and in 1975-76 will add an undergraduate level course. Through the efforts of Dr. Rosemarie Park, the Adult Basic Education instructor at the University, the message "the need for Adult Basic Education" is being carried to other instructors at the University level and they are now at least reaching the level of awareness that there is such a thing as Adult Basic Education.

Dr. Park has made a survey among graduate students majoring in Education to measure their interest in having an undergraduate course added as an elective to their program. Over 60 percent indicated an interest in such a course as an elective in educational program. Dr. Park met with the instructors in the elementary reading program who are now receptive to the idea of teaching reading to adults. They are aware of the need for people to be trained with the skills to teach reading to adults.

The president of the University of Minnesota was a luncheon speaker at a recent community education meeting. During his talk he referred seveal times to the Adult Basic Education Program at the University of Minnesota. Although his information was far from complete and was borderline correct in some areas, at least he was aware of the program. The Minnesota State Department of Education--Adult Basic Education officials will be meeting with him in the not-too-distant future to talk about the continuation and expansion of adult education activities through the University of Minnesota--Minneapolis branch.

The University of Minnesota, under the direction of Dr. Harlan Copeland and Dr. Park , has established a curriculum library for Adult Basic Education curriculum materials. The materials are housed in the immediate area of Dr. Park and Dr. Copeland at this time. They are now available for any instructor in the state to come in and view, preview the materials and look them over. They are catalogued so that they can be found and used. The fact that these materials are available at the University of Minnesota will be publicized as a part of the Fiscal Year 1976 program. It will be included in the Administrator's Workshop as well as the workshops conducted for teachers and counselors during the year. The curriculum materials library has a graduate assistant doing most of the work determining what is available and the receiving and cataloguing of the materials.

The Minnesota State Department of Education has purchased a set of the Maryland TV tapes. The University of Minnesota--Minneapolis agreed to house them, to circulate them through their audio-visual department and to spend a certain amount of money publicizing their availability. They are listed in their audio-visual curriculum materials catalogue at this time. Although the use of the materials to this time has been somewhat limited, the Minnesota State Department of Education plans to include this in their Administrator's Workshop in some detail, perhaps previewing one of the sessions and trying to set up at that time a schedule for further use. With a little effort this could become an extremely meaningful "head start" to the Minnesota Adult Basic Education program.

The University has, under the direction again of Dr. Copeland and Dr. Park, assigned a graduate assistant to the task of doing a nationwide study on certification through various state departments of education throughout the United States. The Minnesota State Department of Education has met several times with the graduate student and Dr. Copeland to discuss this study, having input in the planning. A meeting was held in the summer of 1975 to discuss the results and to analyze what kind of certification in adult education would be appropriate for Minnesota's Adult Basic Education teachers, counselors, administrators, and paraprofessionals. The plan established a step-by-step procedure for developing certification so that Minnesota will have established criteria and a process for issuing certificates for Adult Basic Education staff members.

The contacts and those beginnings that have started at Mankato State and Bemidji State are continuing. At Bemidji State, Dr. John Yourd is extremely interested in Adult Basic Education, involving the college in adult education programs. The Mankato State has a staff member who is very active in Adult Basic Education, Dr. Antusa Bryant. Dr. Bryant is offering Adult Basic Education coursework through the college of Mankato and will continue to do so. The University of Minnesota--Duluth branch recently completed a two week summer school program in Adult Basic Education. This summer school program was a cooperative venture between the Duluth Public Schools, Minnesota State Department of Education, and the University of Minnesota--Duluth branch, serving 42 Adult Basic Education staff persons. As a result of this cooperative program, the University of Minnesota--Duluth branch is now expressing a great deal of interest in becoming involved on a more permanent basis in Adult Basic Education. Planning sessions have been scheduled with staff members from the University to discuss the level of involvement, possible activities, sources of funding, and how to document the need. Through a locally developed needs assessment, 10 separate areas of need were identified. A resource person, who would conduct the training on that day, was identified for each area.

In Fiscal Year 1976, the Minnesota State Department of Education -Adult Basic Education will place a high priority on meeting with each university and college president, enlightening them concerning Adult Basic Education. This personal contact will be an annual occasion.

During the year Minnesota sent representatives to each of the regional workshops. When the people who attended these workshops returned, they then became a committee that served in an advisory capacity in helping to decide how best to make use of the information, materials, or the subject area of the workshop. In some cases this led to immediate action (as in the case of the Coping Skills Workshop) or to a long range plan for participation such as in the area of Cultural and Ethnic Diversities Workshop in Lansing, Michigan, on the 9th and 10th of April, 1975. The plan is to modify the materials presented, the structure of the workshop and to sponsor several of them in the state of Minnesota at various locations sometime during middle or late winter of 1975-76 schoolyear.

The SAGE workshop which was held in Minneapolis was attended by six Minnesota residents who then became a committee to advise the Minnesota State Department of Education on the use of SAGE materials. It was their recommendation that Jerry Brown be invited back to the state to conduct a series of two day workshops at three different locations, training staff members from local programs in the use of the Skills for Adult Guidance Educators (SAGE) materials.

Possibly the most successful of the activities at the local level was the Coping Skills Workshops that resulted from the Regional Coping Skills Workshop in Indianapolis, Indiana, during January 15-16, 1975. Minnesota had five people at that workshop and after their return home they decided that something had to be done immediately to get this information to the other teachers in the state. A series of workshops at six locations were scheduled. Staff members of all of the local programs were invited to attend. Most of the materials that were handed out at the workshop were reproduced and made available to the participants at the local workshops. The five people that attended the Indianapolis workshop were the presentors and the discussion leaders at the workshops conducted. This workshop served to open the eyes to a large number of Adult Basic Education instructors in Minnesota to a way to make their training much more meaningful to those people they are working with.

PROFESSIONAL DEVELOPMENT PROJECT

Introduction

In 1972, the College of Education at the University of Minnesota was granted Adult Basic Education (ABE) Staff Development funds for a three-year period for the purpose of developing an Adult Basic Education teacher education program. Prior to this date, courses in Adult Basic Education had not been given on a regular basis at the University of Minnesota. During the 1972-73 academic year, two instructors were hired to review and revise the courses that had been offered by the College, and to develop an Adult Basic Education component for a newly-developing graduate program in adult education.

On January 1, 1974, Dr. Harlan Copeland was employed as a full-time professor of adult education to develop a graduate program in adult education. In September, 1974, an additional professor, Rosemarie Park, was employed full-time to teach graduate courses in Adult Basic Education, to develop a curriculum materials library, and to advise graduate students purusing a master's degree with an emphasis in Adult Basic Education.

Since September, 1974, the Adult Basic Education Staff Development Project at the University of Minnesota has worked toward the achievement of four broad goals:

1. The development and implementation of an instructional program for master's degree students, many of whom are present or potential Adult Basic Education teachers.
2. The development of a curriculum materials library in Adult Basic Education.
3. The generation of interest and support for Adult Basic Education within the University of Minnesota community of faculty and students, especially in the related areas of Reading, Mathematics Education, Psychology, Special Education, and English as a Second Language.
4. The provision of service to the larger Adult Basic Education community in the metropolitan area including contacts with local Adult Basic Education, vocational and correctional program, and with volunteer and professional agencies.

In order to pursue these goals, the College submitted proposals for three projects involving funds provided by the Adult Education Act through the Minnesota Department of Education and the School Management Institute. The three projects were: (a) Instructional Program, (b) Curriculum Materials, and (c) Program Support. The projects were approved in August, 1974. This report concerns the Instructional Project only, as separate reports are submitted for each project.

Purpose

The specific purposes of this project were:

1. To provide resources for hiring a full-time person to provide graduate and undergraduate credit courses in Adult Basic Education.
2. To develop and implement a component within a graduate program in adult education for Adult Basic Education personnel.
3. To provide non-credit instruction for inservice Adult Basic Education personnel.
4. To provide consultant services to the state education department as requested.

Activities

The following activities have been accomplished during the project:

1. Rosemarie Park was employed full-time for the period September 15, 1974, through June 15, 1975, to teach courses in Adult Basic Education, to advise graduate students, and to implement the activities associated with the overall Adult Basic Education Staff Development Project.

2. Three courses in Adult Basic Education were offered, and six additional courses were provided to students interested in Adult Basic Education by the adult education faculty. In September, 1974, when the full-time Adult Basic Education faculty member was appointed, three core courses in Adult Basic Education had been outlined and approved by the College of Education but had not been offered to students:

    a. Orientation to the Adult Basic Education Student (Educ 5201)

    b. Theories and Techniques of Diagnosis and Prescription for the Adult Basic Education Teacher (Educ 5202)

    c. Methods and Materials in Adult Basic Education (Educ 5203)

Orientation to the Adult Basic Education Student was developed and taught in the fall quarter, 1974 to nine students. The course included the following topics: target populations, language and dialect, testing of minorities, dealing with drug dependent learners, educating prisoners, and recruitment and dropout problems in Adult Basic Education. Dr. John Taborn of the Black Studies Department gave a session on minority groups. Donald Black Hawk of the St. Paul Special Project, an Adult Basic Education program for native Americans, provided consultation on Indian Adult Basic Education. The degree of emphasis on each subject was largely determined by the needs and interests of class members.

Diagnosis and Prescription in Adult Basic Education was given in the winter quarter, 1975. Seven students participated. The course dealt with informal and formal methods of diagnosing reading and mathematics problems, and placed special emphasis upon reading and mathematics error patterns. This course was repeated in the first summer session and had an enrollment of seven students.

A major feature of the course was the development and use of a computer-assisted exercise in Adult Basic Education. This exercise was developed with the assistance of Dr. Russell Burris of the Instructional Design Group at the University of Minnesota.

The computer began by giving background information on a client named "George." Students must decide on relevant courses of action to diagnose George's reading and mathematics problems. They can ask for additional background information on George and for results of tests including a printout of George's reading and matehamtics errors. The student must then set priorities in tutoring and list skill areas in which George needs help. At each stage of the diagnostic process, the computer gives feedback on the choices the student makes and directs students to relevant articles and books.

A questionnaire survey of the students who use the program showed all found the exercise "extremely useful" and would like more such exercises. The computer exercise has also generated interest within the College of Education; five faculty members have tried the program. Professor Antusa Bryant of Mankato State College has used the program in connection with one of her courses. A report has been published in the EDP Comment (November, 1975), and has generated some interest outside the state of Minnesota. The anticipated link-up between the University of Minnesota computer system and the Minnesota Educational Computer Consortium (MECC) will make the program available to Adult Basic Education teachers for inservice training on a statewide basis.

Students from the diagnosis and prescription course have also been required to write a diagnostic report on an actual Adult Basic Education student. Local Adult Basic Education programs have cooperated in allowing students in this course to work with volunteer Adult Basic Education clients and give diagnostic tests. Diagnostic reports together with recommendations for tutoring and remedial help have been given to the Adult Basic Education teachers working with Adult Basic Education clients. Thus, the University has been able to provide individual diagnostic summaries on Adult Basic Education clients of a depth not usually possible in regular Adult Basic Education settings.

Methods and Materials in Adult Basic Education. This course was given in the spring quarter, 1975, to seven students. A major focus of this course was the study and written evaluation of seven major reading series used in Adult Basic Education settings (New Readers Press Streamlined English Series, Reader's Digest, Mott Programmed Readers, Steck-Vaughn, SRA, Barnell-Loft, and Sullivan Programmed Series). These evaluations now form part of the curriculum materials library.

In-depth study of both reading and mathematics Adult Basic Education materials has been made possible by having a curriculum materials library on site. These materials have also been used as a source for teachers in Adult Basic Education programs in the metropolitan area.

1. In addition to the three core courses, two supplementary courses were offered:

    a. Field Experience in Adult Education (Educ 5205)

    b. Problems: Adult Education (Educ 8302)

Field Experience in Adult Education. Field teaching experiences were arranged for two inexperienced M.A. students. Students spent five hours a week during both winter and spring quarters tutoring in Adult Basic Education programs under the supervision of a master teacher. One student was placed in a prevocational Adult Basic Education setting, and the other student assisted in teaching English as a Second Language one quarter and in teaching Adult Basic Education during the second quarter.

Problems: Adult Education. This course provided individual students with the opportunity to work in depth on special topics in Adult Basic Education. Studies are in progress on an instrument for diagnosing reading problems in ESL settings, and on the special problems of Adult Basic Education in correctional settings.

1. Students have been able to supplement these basic Adult Basic Education courses with other courses in adult education, especially Survey of Adult Education (Educ 5104), Designing the Adult Education Program (Educ 5301), Adult Learning and Development Through the Life Span (Educ 5401), and Adult Education Workshop (Educ 5103). These courses are not required for all Adult Basic Education students, but are used to meet individual interests and needs.

2. Students have also been encouraged to take advantage of a wide range of courses offered by the University of Minnesota in subjects closely related to adult education and learning. Students have enrolled in courses in linguistics, sociolinguistics, learning disabilities, reading, vocational education, and English as a Second Language. The present program is sufficiently flexible to allow students to take advantage of the vast array of resources at the University that would be appropriate for developing competencies as an Adult Basic Education teacher or administrator.

3. Advising and counseling students. This activity has been a major part of the faculty workload. A major concern has been the tailoring of a program to fit the needs of a diverse student population. We have had to accommodate both experienced and totally inexperienced people in the Adult Basic Education field. It takes several hours to find courses and field experiences to suit each individual need. More than 90 faculty hours were spent by the Adult Basic Education faculty member advising students on their course work. Additional time was spent in informal discussions of Adult Basic Education related subjects.

4. Providing non-credit instruction for Adult Basic Education personnel. Instruction and advice was provided to both individuals and groups during the project year. Telephone conferences and office visits with teachers, counselors, and administrators consumed several hours during the year. In addition, the following group activities were provided:

   a. Dr. Donald Mocker conducted a seminar for 35 St. Paul and Minneapolis teachers and administrators while on the University campus. The initial focus of the seminar was on teacher competencies in Adult Basic Education, but the seminar also dealt with a variety of issues raised by the participants.

   b. Rosemarie Park made a presentation on dialect and teaching of reading to St. Paul Adult Basic Education teachers.

   c. Rosemarie Park made a presentation on diagnosis and prescription in Adult Basic Education to Minneapolis teachers.

   d. Harlan Copeland made a presentation on the psychology of adult learners during the Minneapolis inservice education program for Adult Basic Education teachers.

5. Providing consultant services to the State Education Department. Rosemarie Park worked with the Department on evaluating Adult Basic Education, and Harlan G, Copeland and the Department have been working together on a study of certification practices for Adult Basic Education teachers.

PROGRAM SUPPORT SYSTEM PROJECT

Introduction

The "Program Support System" project was one of the three projects undertaken by the College of Education at the University of Minnesota for the purpose of developing a capability within the College to provide preservice and continuing education opportunities for personnel interested in working in the field of Adult Basic Education. The three projects were requested so that the College would be able to employ a full-time assistant professor to provide leadership in conceptualizing and developing the area, to develop and teach courses in Adult Basic Education, to acquire supporting reference and curriculum materials, to recruit and advise graduate students interested in Adult Basic Education, and to incorporate the Adult Basic Education component into the newly-developing graduate program in adult education at the University.

Purpose

The specific purpose of this project was to provide a support system for developing and implementing the graduate courses in Adult Basic Education and the Adult Basic Education component of the graduate program in adult education. Since Adult Basic Education comprised a new thrust of the College, consultation with Adult Basic Education leaders in other states and at the national level was desired. The need for additional contact and consultation with local and state Adult Basic Education personnel was also anticipated in order to gain awareness and understanding of the program, as well as cooperation in placing prospective Adult Basic Education teachers in a student teaching experience.

Activities

The following activities were undertaken:

1. Consultation with Dr. Donald Mocker, University of Missouri--Kansas City. Dr. Mocker was invited to Minneapolis to consult with the project staff about the proposed curriculum for Adult Basic Education students, courses in Adult Basic Education, and research needs in Adult Basic Education. He also gave a seminar attended by eight invited faculty from Elementary Education, Curriculum and Design, and Reading. Dr. Mocker was very productive in generating interest in Adult Basic Education among the College of Education faculty. He also conducted a

seminar for 35 St. Paul and Minneapolis Adult Basic Education teachers and administrators while on campus. He also consulted with administrators and faculty in the Department of Curriculum and Instruction, and in other departments in the College regarding his study of competencies required of Adult Basic Education teachers. Dr. Mocker also prepared a statement evaluating certain aspects of the instructional program which is included in that phase of the report.

2. Consultation with Kenneth Pengelly, Mankato State College. Mr. Pengelly advised on the organization, filing, and retrieval of the Adult Basic Education curriculum materials which have been acquired during the project.

3. Consultation with Donald Black Hawk, a member of the Winnebago Indian tribe. Mr. Black Hawk is a counselor with the St. Paul Special Project, an Adult Basic Education program for American Indians. He provided a lecture on American Indian culture and the special needs and problems of American Indian adults participating in Adult Basic Education programs to class members in "Orientation to the Adult Baskc Education Student."

4. Consultation with Betty Jones and Ruth DeLapp, teachers in the Minneapolis Occupational Skills Center. Ms. Jones and Ms. DeLapp were recruited to serve as supervising teachers for a graduate student who had no prior teaching experience with Adult Basic Education students.

5. Consultation with Lucille Fisher, Mary Rodriguez, Ruth Nelson, Lue Jones, and Bella Hanson, teachers and supervisors in the Adult Basic and Continuing Education program in St. Paul. Each individual was recruited and oriented to assist with a field experience for a graduate student who desired a supervised experience in teaching Adult Basic Education and English as a Second Language to adults.

6. Consultation with representatives of Adult Basic Education administrators, counselors and teachers and of voluntary organizations involved in literacy tutoring. An ad hoc advisory committee was organized and convened for the purposes of explaining the Adult Basic Education Staff Development Project, and of soliciting the advice and suggestions from community leaders as to alternatives for implementing the program. This group was very helpful in working out problems associated with the placement of students desiring field experiences, and in promoting course offerings.

7. Attendance at the Adult Education Association and National Association for Public and Continuing Adult Education annual conferences, and the Commission of Professors of Adult Education meeting in Miami, Florida (November, 1974). Both the Adult Basic Education faculty member and the project director attended. The experience enabled both individuals to learn about new developments in Adult Basic Education in other states, to inspect new curriculum materials, to become

acquainted with national and state leaders in Adult Basic Education, to explore related programs such as career education and educational programs in correctional institutions, and to develop some visibility for the program at the University of Minnesota.

8. Attendance at the Commission on Adult Basic Education meeting in San Francisco (April, 1975). This opportunity allowed the Adult Basic Education faculty member to gain more familiarity with the funding and political aspects of Adult Basic Education, and to become acquainted with a variety of researchers, faculty and practitioners engaged in Adult Basic Education.

9. Attendance at the Adult Education Research Conference meeting in St. Louis (April, 1975). This conference enabled the Adult Basic Education faculty member to meet many of the researchers and evaluators in the field of adult education, and to become acquainted with the status of research in Adult Basic Education and adult education.

10. Consultation activities have also occurred that involved no expense to the project. Therefore, they are listed below as a matter of record only, as there were no project finances involved.

    a. Attendance and participation in meetings of the College of Education Reading Center Committee. Both the Adult Basic Education faculty member and the project director have participated in this committee which is investigating the possibility of developing a Center concern with research, teaching and service at the University of Minnesota. The presence of the Adult Basic Education faculty member insures that the needs of illiterate adults in Minnesota are prominent in the committee's thinking and deliberations.

    b. Consultation with Dr. Antusa Bryant, Mankato State College. Dr. Bryant is affiliated with another state institution concerned with the preparation of Adult Basic Education teachers. The Adult Basic Education faculty member and Dr. Bryant have collaborated on developing a research project to follow up Adult Basic Education students.

    c. Consultation with Dr. Mark Aulls, University of Minnesota. The Adult Basic Education faculty member and Dr. Aulls have held regular meetings to work on a research project on vocational literacy which is still in its formative stages. Mary Haxby, a graduate student in adult education, is collecting preliminary data on reading levels in relation to the amount of time taken to complete training in two local vocational programs.

    d. Consultation with individual faculty members in the University. Contact with faculty members has been extensive. More than 20 faculty members from Reading, Mathematics Education, Secondary Education, Special Education, Indian Studies, Instructional

Design, Psychological Foundations of Education, Black Studies, English as a Second Language, and Law have been contacted. Ten faculty members from the College have been consulted about the content of a proposed undergraduate course in Adult Basic Education. This course would be offered to undergraduates majoring in elementary or secondary education who might be interested in teaching Adult Basic Education in the future.

e. Visits have been made to Stillwater and St. Cloud correctional institutions to observe their Adult Basic Education programs.

f. Attendance at an Evaluation Workshop for Region V Adult Basic Education personnel in Chicago (December, 1974).

g. Personal contact with the National Institute of Adult Education in London, England (June, 1975) to arrange regular exchanges of information.

h. Providing consultation and services to:

1. The State Department of Education (Adult Education) on evaluation.

2. Personnel from the Concetrated Employment Program (CEP) on testing in Adult Basic Education.

3. The Moundsview School District about setting up a new Adult Basic Education program.

4. The St. Paul Adult Basic Education program on the use of paracounselors.

5. The Minnesota Literacy Council on the development of an evaluation plan, and organizational structure.

6. Presentations to Minneapolis Adult Basic Education teachers (on dialect and teaching reading), and to St. Paul Adult Basic Education teachers (on diagnosis and prescription in Adult Basic Education).

CURRICULUM MATERIALS PROJECT

Introduction

The "Curriculum Materials" project was developed to fill a void in the holdings of the University Library system. Since knowledge of the available curriculum materials and tests appropriate for Adult Basic Education students was one of the important instructional objectives, the project was necessary to the successful completion of the overall Adult Basic Education Staff Development Project.

Purpose

The purpose of this specific project was to develop a library of reference and curriculum materials for adult education and Adult Basic Education. Since the University Library holdings were found to be minimal in these areas, the project included both basic references and curriculum materials.

Activities

1. The development of the curriculum materials and tests collection followed three main steps:
    a. Identification of the major publishers of Adult Basic Education materials and tests.
    b. Identification of reading and mathematics tests and materials most frequently used in Adult Basic Education programs.
    c. Identification of sources, other than major publishing houses, of Adult Basic Education materials.

Materials were selected in accordance with two criteria. First, an attempt was made to obtain all materials in reading and mathematics designed for adults functioning below an eighth grade level. Second, any materials originally designed for children had to be frequently found in Adult Basic Education classrooms to warrant their inclusion. For example, the SRA Reading Skills series is not designed specifically for adults, yet it was found in nearly every Adult Basic Education classroom in the metropolitan area.

Extensive use was made of the suggestions of local Adult Basic Education personnel concerning the selection of materials to be obtained. A bibliography of Adult Basic Education materials prepared by a local Adult Basic Education teacher was also used as a guide. The Adult Basic Education centers in the St. Paul-Minneapolis metropolitan area were asked to identify all the reading and mathematics tests used at any stage of their Adult Basic Education programs. Publishers were contacted at conferences and by letter. The National Multimedia Center for Adult Education Abstracts series was also consulted.

In ordering materials, every attempt was made to be selective. Efforts were made to avoid duplicating materials in other curriculum libraries within the University. Orders were processed through the University business office; a few orders were not filled near the end of the project because of the amount of time required for some companies to fill an order and to send their bill.

After consultation with the Education Library staff, it was decided that: (a) the tests collection would be housed within the Education Library test collection where the use of the tests can be adequately supervised and controlled; and (b) the curriculum materials collection would be housed near the Adult Basic Education faculty member's office because of the lack of space in the Library for the collection, and the desirability for close proximity to the Adult Basic Education faculty member. Three five-drawer, horizontal file cabinets were purchased to hold the curriculum materials collection. Presently, these materials are being organized and catalogued, and the possibility of a computerized indexing system is being investigated.

The materials will be available to anyone who has legitimate interest in examining them. In addition to use by students and faculty the materials library has been used by school districts who wish to know the extent and availability of curriculum materials for adults. It is the intent of the project to make the materials available to members of the State Education Department, and to Adult Basic Education teachers and administrators throughout the state.

2. The acquisition of basic references in Adult Basic Education and adult education for the purpose of supplementing the University Library collection was a second activity undertaken in this project. The University's holdings in these areas were minimal because of the newness of the graduate program in adult education. The presence of adequate basic references (both hard and soft cover) was considered as essential for students and faculty as a superior collection of curriculum materials.

As bibliographies and other citations to basic references in adult education were discovered, the University Library holdings were checked to see what items had been acquired. The omissions were ordered through the University Bookstore. At the close of the project, orders amounting to approximately $200 were still outstanding. The Department of Curriculum and Instruction has agreed to cover the costs of these books so that the items can be obtained. All items will be given to the Education Library to add to the University collection.

3. Selected items of equipment were purchased so that they could enhance the use of the curriculum materials collection, or instructional activities associated with the materials collection. The following items were acquired:
    a. One microfiche reader, 120 magnification
    b. One AC/DC portable cassette tape recorder
    c. One portable, collapsible overhead projector
    d. Two electric typewriters (used)

4. A newsletter file has been started in conjunction with the curriculum materials collection. The Adult Basic Education faculty member and the project director have requested that their names be added to mailing lists of newsletters and other mailings of unpublished materials as they become aware of new sources.

5. The National Multimedia Center for Adult Education Abstracts series was obtained in its entirety since it could not be located anywhere within the University. The Abstracts also served as a useful source for locating curriculum materials.

6. Three films in the Saul Alinsky series were also ordered because of their utility to adult education, and because of their unavailability within the University.

7. The Project was also contacted by the State Education Department in regard to handling the Maryland Telelesson Series on "Basic Education - Teaching the Adult." The Audio-Visual Services unit of Continuing Education and Extension agreed to store the cassettes, and to distribute them to anyone requesting them for a small fee, thus making them available to Adult Basic Education personnel throughout the state.

MINNESOTA--LETTERS OF AGREEMENT FOR STAFF DEVELOPMENT ACTIVITIES

ACTIVITY NUMBER	ACTIVITY TITLE	DATE	PLACE	NUMBER OF PARTICIPANTS	TOTAL COSTS
MN-101-C	Individual Programs	7/1/74-6/30/75	As Approved	14	$ 2,062.98
MN-102-C	General Planning Sessions	7/1/74-6/30/75	Statewide	55	1,923.27
MN-103-C	Workshop and Development on Education for Teachers of ABE	7/1/74-10/30/74	Bemidji State College	12	1,542.85
MN-104-C	Phase III--Program Support	7/1/74-6/30/75	Univ. of Minnesota	37	1,593.90
MN-105-C	Phase III--Curriculum Materials	7/1/74-6/30/75	Univ. of Minnesota	NA	5,614.23
MN-106-C	Phase III--Instructional Program	9/16/74-6/15/75	Univ. of Minnesota	37	14,642.70
MN-107-C	ABE Audio-Visual Project	11/1/74-6/30/75	Univ. of Minnesota	NA	2,546.91
MN-108-C	Minnesota Workshop on Coping Skills	2/1/75-4/1/75	6 locations throughout Minnesota	54	2,069.58
MN-109-C	Cancelled				
MN-110-C	Administrative Activities	4/14-15/75	Statewide	NA	1,705.92
MN-111-C	ABE Statewide Workshop	6/9-20/75	Duluth	49	11,777.43
TOTALS				258	$45,479.77

8. The above activities, and others as well, were facilitated through the assistance of two graduate students in adult education who assisted the Adult Basic Education faculty member and the project director on a part-time basis. Rolf Rundquist and Mary Baxby handled numerous duties, and also assisted with some data collection efforts.

9. Arrangements were made with the Education Library staff to establish a vertical file for adult education materials in the Education Library. Materials that would be placed in the vertical file would include unpublished materials such as workshop reports and final reports. Much of the material pertaining to Adult Basic Education is disseminated in the form, and a vertical file collection would provide a means for holding this material while making it available to students and other users.

MICHIGAN - Phase I

The staff development plan is the result of two series of meetings (1) between the state department Adult Basic Education officials and interested higher education institutions, and (2) local Adult Basic Education personnel and state department Adult Basic Education officials.

The first series of meetings determined the institutions' degree of interest in cooperating in Adult Basic Education staff development, the kinds of programs that could be tailor-made to meet the specific needs of the Adult Basic Education staff personnel, and the kinds of programs which could be offered within their existing framework.

The second series of meetings were held throughout the state, allowing teachers, counselors, administrators and paraprofessionals a chance to offer their suggestions to be included in the staff development plan.

The overall plan of Phase I was to develop comprehensive network of in-service training for professional and paraprofessional Adult Basic Education personnel.

These staff development activities focused on the following objectives:

1. Conducted a two week workshop, providing basic sensitivity to cultural, social and economic understandings of the Adult Basic Education client, facilitating awareness and communication.
2. Encouraged the development of undergraduate courses in Adult Basic Education.
3. Conducted a planned sequence of paraprofessional training programs on the campus of cooperating institutions, working towards a career ladder for paraprofessionals.
4. Conducted leadership training for local directors of Adult Basic Education.
5. Conducted specialized training workshop for Adult Basic Education personnel.
6. Encouraged the expansion of graduate courses in adult education.

A total of 829 Adult Basic Education staff personnel were involved in these planned activities. The paraprofessional training programs were the most comprehensive, involving 392 paraprofessionals throughout the whole state.

The two-week Multi-cultural Symposium, subcontracted with Shaw College at Detroit, was highly effective as evaluated by the 35 participants.

Institutions of higher education have shown great interest in the staff development programs and have provided space for meetings and have attended the sessions both as resource persons and as observers.

Local directors have been especially helpful in assisting with all phases of staff development.

Phase II - Significant Changes and Long-Range Developments

A. Priority - Paraprofessional Training Programs

1. A total of 355 paraprofessionals received a minimum of 25 hours of training along with respective teachers and staff.
2. This paraprofessional training program had a significant impact on the Adult Basic Education student enrollment which grew from 18,000 in 1972 to 55,000 in September 1974.

B. Phase II undertook on a regional basis the career development preparation. Teachers have been trained to be knowledgable in job up-grading which has been implemented for 12 industrial programs.

C. English as a Second Language has expanded in terms of numbers and application of teaching theory to practice in ethnic groups. Through this the English as a Second Language teachers have been able to identify many other interested agencies in the state, and groups have met to discuss the formulation of a statewide English as a Second Language Program.

D. The day-evening Learning Laboratories have rapidly developed both in the cities and in the rural areas. Itinerate teachers and paraprofessionals in the rural areas have established satellite laboratories so that the curriculum materials are readily available. The number of Learning Laboratories have grown from three in 1972 to 25 in 1974.

E. Psychology of the Adult Teacher/Learner concept was emphasized due to the fact that most teachers were not initially trained as adult educators. Now the Adult Basic Education teachers are more knowledgable of methods and materials for adults. A large number of teachers are now enrolling in graduate programs, choosing adult education as a career rather than as a part-time job.

Increased Commitments and Cooperation by Higher Education Institutions

A. A two day retreat was held in December to meet with the State Advisory Council to discuss adult education over the next 10 years.

B. Higher education institutions are part of the Adult Education Advisory Council.

C. The Adult Education Advisory Council has to approve overall programs and personnel before going to the State Board of Education which has the final word.

D. Both community colleges and universities (private and public) have realized that Adult Basic Education is a high priority training area. Consequently, these institutions have been extremely responsive to assisting and developing workshops, seminars, and credit courses based on the identified training needs.

E. Shaw College, after conducting a two week training workshop, enrolled 650 Adult Basic Education students from the immediate area.

F. Professional associations were brought together during a staff development workshop. The result was the "You Can" logo which began in Michigan, enhanced by National Association for Public Continuing and Adult Education which has a committee to push for nationwide state adoption of the "You Can" logo for Adult Basic Education.

Institutions Offering Courses in Adult Education

Wayne State University
Michigan State University
Michigan University
Western Michigan University
Northern Michigan University
Eastern Michigan University
Alma College
Shaw College
Nazareth College

Use of Needs Assessment Instrument

Initial planning using the Region V Needs Assessment data helped zero in on what some of the major staff needs were and when teachers were available for staff development activities. The state print-out was matched with recommendations from a planning committee of local program directors.

Unanticipated Blockages

A. The financial systems in the state and local agencies tend to lack the flexibility to meet the immediate needs of Adult Basic Education. The financial systems are tied to long-range plans which become narrow boundaries.

B. Out-of-state restrictions tend to hamper the efforts to coordinate interstate planning and activities. The decision-makers do not see staff development as a high priority, whereas the adult education staff views staff development the number one priority to quality education.

How the Permanent Delivery System Will Be Functioning After Phase III

Most of the staff development will be occurring at the local level; however, the institutions of higher education will continue to offer graduate programs. Hopefully, some activities can be conducted on a regional basis.

Teachers have indicated that they want the planning for staff development activities to be a combination of local, state, and university personnel through extension classes or local, colleges and universities. Also there is strong support for continued regional activities.

State Objectives Which Were Accomplished

(See Items 1 and 2)

Numbers of Adult Basic Education Staff Receiving In-Service Training From 304 Funds

A total of 1,000 Adult Basic Education teachers received local in-service training from 304 program funds.

Phase III

From July 1, 1974, to June 30, 1975 (Phase III), Adult Basic Education staff development activities were as follows:

MI-101-C - Independent Programs. Thirty-three participants strengthened the staff development leadership capacity in Michigan. Cooperation with other staff development and demonstration programs included Literacy Volunteers of America, Maryland T.V. Project, Northwest Regional Education and Laboratory-SAGE Workshop. These trainers are prepared to assist the state department in training other adult educators in basic reading techniques, guidance and counseling training models, and utilization of the Maryland T.V. video-cassettes for local and state workshops.

MI-102-C - Administrative Supplies. In order to assure maximum usage of the Maryland Teacher Training tapes, equipment was purchased to play the tapes and develop new tapes of outstanding presentations throughout the state. This new training dimension has added significantly to the state department's training capacity.

MI-103-C - General State Planning. A total of 116 persons were involved in planning state and area workshops. Their involvement emphasizes the state's commitment to involving local resource personnel in all phases of planning, especially those who have received specialized training. The Region V Staff Development Needs Assessment confirmed this practice of involving local participants in planning activities when a preference was shown for local, state, and university coordinated training activities.

MI-104-C - Volunteer Training Workshop. Fifty-seven participants and state staff received program materials, training and educational techniques through:

1. Orientation
2. Experience Story Technique
3. Sight Word Technique
4. Phonics and Phonics in Pattern Techniques
5. Test Administration
6. Evaluation of Test Results
7. Group Discussion
8. Practice Teaching.

The use of volunteers throughout Michigan expands the assistance and support available to the local Adult Basic Education programs. In order to eliminate illiteracy by 1980, a goal set by the United States Office of Education, illiteracy must become a community problem. By involving the community as volunteers, educators will be more likely to achieve this goal by 1980 than if they try to "go it alone."

MI-105-C - Newspaper Laboratory-"Teach and Tote" Workshop. This unique approach involved 40 participants in improving Adult Basic Education teacher training skills through the use of local newspapers and other resources. The linguistic and language experience approach to beginning reading was emphasized. The consultant was Owen Clary from South Carolina who demonstrated the management system of performance based prescriptions. The South Carolina State Department of Adult Education is credited with the development of this unique approach to beginning reading skills.

MI-106-C - Coordinating Agency Resources for Adult Basic Education. Forty-four state staff, local administrators and county representatives met to inform and coordinate plans for better relationships and articulation among agencies which provide services to Adult Basic Education students and potential students. By such interfacing, agencies were able to become more familiar with services rendered by Adult Basic Education and how various referral systems interfaced and could be assisted through classroom instruction. Agencies involved were the United Community Services of Detroit, Michigan State Department--NON-WINE Employment Programs, Office of Vocational Rehabilitation Services, Ingham Co. Employment and Training Related Services, Jackson Social Services, Impact Division Programs for Retarded, Michigan Employment Security Commission, WIN Programs, Public Health, Family Planning, and Public Health Nursing.

Agencies pointed out factors significant for future planning:

1. Adults leaving mental institutions due to federal expenditure cuts will need Adult Basic Education.

2. Adult educators need to refer their students to Social Services for training, Aid to Dependent Children, Adult Services for aged, blind, and disabled. Eligibility requirements were made available.

3. Vocational Rehabilitation have training programs including college level instruction. Transportation to classes and medical appointments are provided. They can supply tools, furnish artificial limbs, glasses and pay for medical costs.

This was considered to be a major step toward coordinating services in Michigan for adult handicapped citizens. Anyone who is functioning at less than the 8th grade level is definitely handicapped. Much needs to be done to pinpoint the adult's handicaps since usually only the most obvious handicaps are being helped. Learning disabilities, emotional and physical handicaps tend to be multidimensional and must receive the attention of the professionals if the undereducated adults will ever enter the mainstream of society.

MI-107-C - Curriculum Designs for Adults. Sixty-seven participants were involved in exploring and sharing curriculum designs and information covering five areas:

1. Reading - Readability and Techniques
2. Using the Newspaper
3. Computer Assisted Instruction
4. Curriculum Trends
5. Learning Disabilities.

Dr. George Spear provided an overview of curriculum development in adult education nationally. In Michigan, curriculum development will be a major priority in order to provide both guidelines and materials that will be directly related to the student's daily life.

MI-108-C - Addressing Priority Issues in Adult Education. A total of 139 teachers, administrators, paraprofessionals, and state staff covered the following objectives:

1. To understand the difference between androgogy and pedogogy.

2. To recognize the importance of the needs of both the individual and the institutions.

3. To be able to use techniques of role-playing in survival skills.

4. To understand the findings of the Adult Performance Level Study.

5. To appreciate cultural differences.

6. To recognize the difference between learning disabilities and retardation.

7. To use various techniques in selecting curriculum materials.

8. To use and coordinate effective testing and evaluation techniques and instruments in the Adult Basic Education learning center.

Mr. Vincent Miller, the director of training at Whirlpool Corporation, addressed the administrators concerning the need to inform business, industry and the community as to the needs of undereducated adults. In striving for excellence, the state department must set the standards for performance along with the priorities as viewed from their vantage point. Local programs can then involve their own communities in working out improved relationships and coordination. Industry is ready and willing but someone must take that initial step, remembering that both institutional and individual needs must be served if both are to benefit.

Besides the 309-C activities which involved 496 participants, additional funds were provided for local in-service training for an additional 524 individuals for a total of 1,010.

Summary and Future Expectations

Michigan has gained through its participation in the HEW Region V Staff Development Project. Paraprofessional training has been greatly enhanced with over 355 paraprofessionals receiving a minimum of 25 hours of training. A total of 87 local delivery systems have been developed emphasizing career education. Twelve in-plant learning centers have been established.

English as a Second Language (ESL) has expanded with theory and practice developed to include multi-ethnic and cultural understandings.

Full-time adult learning centers have grown from three to 27 over a three year period. Rural areas are being served by "roving teacher corps." Also, satellites with mini-laboratories assist the rural areas.

A major recruitment campaign was launched three years ago through "You Can" which now has become a national effort.

Graduate degrees are available from Michigan State University and the University of Michigan in adult education at the doctorate level. Adult education courses are being offered in the following 17 higher education institutions:

Eastern Michigan University
Michigan State University
Norther Michigan University
University of Michigan
Western Michigan University
Shaw College at Detroit
Nazareth College
Wayne State University
Oakland University
Alma College
Northwood Institute
Ferris State College
University of Detroit
Central Michigan University
Albion College
Hillsdale College
Olivet College

A high priority for continued cooperation with the Michigan State Department of Education and higher institûtions will be enhanced as demonstrated by the high number of institutions serving communities.

The permanent delivery system for staff development will be as follows:

The Michigan State Department of Education

1. will set priorities as determined through the combined efforts of the state staff, planning committees, needs assessment, and the advisory board.
2. will establish performance standards for the local programs to use as guidelines in striving towards program excellence.
3. will evaluate programs according to agreed program standards and criteria.
4. will establish permanent liaison and communications with participating institutions of higher education.
5. will provide program assistance and monitoring on a continuous basis, helping to identify available resources for in-service training.
6. will provide leadership in curriculum development according to Adult Performance Level standards, combined with a major staff development effort with the universities for teacher competency.

Higher education institutions will continue to assist in advancing research in adult education and applying theory to practice for local practitioners.

Special demonstration projects at the local and university levels help to expedite innovative ideas and technologies from pilot projects local Adult Basic Education programs.

Michigan has benefited from the ideas and innovations through inte connections. With the staff development funds coming directly to the Department of Education, Michigan will continue its contacts with othe and share its innovations on a national level.

MICHIGAN--LETTERS OF AGREEMENT FOR STAFF DEVELOPMENT ACTIVITIES

ACTIVITY NUMBER	ACTIVITY TITLE	DATE	PLACE	NUMBER OF PARTICIPANTS	TOTAL COSTS
MI-101-C	Independent Programs	7/1/74-6/30/75	As Approved	33	$ 7,961.89
MI-102-C	Administrative Supplies	7/1/74-6/30/75	NA	NA	6,282.24
MI-103-C	State General Planning Sessions	7/1/74-6/30/75	Statewide	116	1,494.36
MI-104-C	Volunteer Training Workshop	1/17-18/75	Kalamazoo	57	3,557.27
MI-105-C	Newspaper Laboratory--Teach and Tote	3/12-13/75	Marquette	40	433.05
MI-106-C	Coordinating Agencies	3/11-12/75	Ann Arbor	44	185.26
MI-107-C	Curriculum Designs for Adults	4/16-17/75	Southfield	67	855.31
MI-108-C	Addressing Priority Issues in Adult Education	6/23-24/75	Lansing	139	13,709.61
TOTALS				496	$34,478.99

APPENDIX I

ARIES CORP. YEAR-END EVALUATION REPORT - PHASE III

YEAR-END REPORT

PHASE III

AN EVALUATION OF THE REGION V ADULT BASIC EDUCATION STAFF DEVELOPMENT PROJECT

ARIES Corp.

Janice C. Johnson

Submitted to:

Region V A.B.E. Staff Development Project
School Management Institute
750 Brooksedge Boulevard
Westerville, Ohio 43081

Attention: John N. Hatfield, Project Director

INTRODUCTION

This is the year-end report of an evaluation of the Region V Staff Development Project in Adult Basic Education. The work effort performed between September 1974 and July 1975 was a continuation of the evaluation design initiated to monitor Phase II through Phase III. This report summarizes that work effort.

This was the third year of the ABE project and a change from the second year evaluator accounts for changes in the evaluation methodology and process tasks. The focus of the evaluation has been on determining the perceived needs of ABE programming and identifying the perceptions of and reactions to Region V/State workshop activities.

In general, the evaluation report will be organized such that a general statement of the methodology will be followed by a statement of results and finally a section on conclusions and recommendations.

SECTION I: METHODOLOGY

The third and final phase of the Region V staff development program had the loftiest objectives. Principal among those objectives was the implementation of a permanent delivery system for staff development. In order to determine the degree to which the program has been successful in accomplishing this objective, a number of sub-objectives or areas of concentration were studied during the last five months of Phase II evaluation. Emerging from issues such as recruitment, retention, and program implementation, areas were defined that would comprise a permanent delivery system. Generally they involve the topics of: needs assessment, organizational support, interagency cooperation, resource allocation, coordination, professional support systems, and evaluation. For a number of these topics, the success or failure of component existence is best addressed by staff internal to A.B.E. programs due to evaluation personnel changes and limits in budget expenditures. However, the evaluation strategy did focus on perceived needs within each of these areas. The evaluator proposed two basic data collection strategies to gather pertinent information. These were: a Delphi assessment and a participant survey. Each strategy will be discussed briefly.

Participant Survey

The decision to perform a survey on a sample of participants in staff development programs stemmed from an interest on the part of the committee in developing an understanding of the long term benefits of the program as viewed by the actual participants. Thus, participants from three inservice programs, conducted as regional activities and from programs from each of the six states were drawn to comprise a representative sample of staff development efforts. From the list of participants fifty names were drawn unless there were less than fifty in attendance and then all names were used. Each of the participants selected was sent a survey form as found in Appendix A. The primary aim of this assessment was to investigate overall impact on program planning. The results of this effort are included in the next section.

The Delphi

The Delphi-technique is a method of developing and improving group consensus. Decision-makers find it useful in formative evaluation for arriving at goal definition and in needs assessment where it simplifies the task of identifying and ranking needs and priorities. (Refer to Appendix B for the Delphi form.)

The primary aim of this assessment was to gather participant perceptions of and reactions to workshop activities. This assessment sought to provide the project with a formative evaluation capacity by supplying decision-makers with information upon which to base informed judgments regarding alternatives contemplated in program modifications.

ARIES initiated a total of forty-five Delphi instruments for the first round and thirty-eight for the second round. Prior to finalizing the instrument, the questions were piloted on two directors, four teacher-directors, and two professors. The first round responses were nominally ranked and provided base response sets for the second Delphi round. The Delphi forms were then mailed to same respondents from the first round for repriorizing and analysis.

The foregoing has been an operational statement of the methodology; the next section provides the findings as generated by the activities presented.

SECTION II: FINDINGS

The results reported herein are based on two distinctly different kinds of information. First, there is data which reflects respondent rankings of perceived program needs and, second, there are survey returns which are, for the most part, forced choice responses to common questions and summaries, regarding activity impact, that were easily quantified. In the following presentation, the information has been organized by assessment mode.

The Delphi

A total of forty-five Delphi instruments were mailed to initiate the first round of Delphi responses; thirty-eight were completed and returned. The responses were categorized and nominally ranked. Because some of the responses were open to interpretation, a second Delphi round was mailed. The lists resulting from the original thirty-eight respondents were sent for a second priority ranking.

Out of the thirty-eight second round Delphi instruments mailed, twenty-four responded by completing the forms. Comparative rankings for each of the fifteen items (interim = first round; final = second round) are provided in Table 1. Results are discussed first as to the general trends and second as they reflect frequency of reportage by item and state.

General Trends

- Agencies or individuals needed for developing staff development plans, cooperating in the delivery system and general support of the program (Items 1,2,5,6)

Primary Responses:
ABE Directors/State Staff
Local Staff
Higher Education
"Experienced Schools"
Former ABE Students

- Needs assessment data needed for planning Adult Basic Education Staff Development (Items 3,4)

Primary Responses:
Effective teaching criteria
Training requirements correlated with effective teaching criteria
Staff attitudes toward learner characteristics, the program, and general concerns
Curriculum assessment

- Agencies perceived as adequate primary delivery agents for training (Items 5,6)

Primary Responses:
State ABE Staff
Local Staff
Experienced Schools
Higher Education

- Topics deemed important to cover in staff development program (Items 8,9)

Primary Responses:
Teaching Methods/Techniques (particular emphasis on individualized instruction)
Human Relations (Attitudes/Cultural Awareness)
Curricula Sequencing/Resources
Student Goals/Objectives
Techniques for Motivating/Stimulating Students

- Types of recognition needed for staff development participation (Item 10)

Primary Responses:
Retention as evidenced by application in instruction/teacher self-confidence
Ability to motivate students
Level of enthusiasm demonstrated by teacher
High school enrollment
Curriculum revisions

- Activities best conducted on multistate basis (Item 12)

  Primary Responses:
  - Use of "expert" or successful ABE program planners for dissemination
  - Utilization of resources/technique outside of ABE domain
  - Human relations/cultural awareness
  - Federal laws and regulations

- Activities best handled by single state (Item 13)

  Primary Responses:
  - Program components developed specific for state or local needs
  - Inservice training
  - Census/demographic information
  - Needs assessment
  - Recruitment

- Major impacts of the Region V staff development program (Item 14)

  Primary Responses:
  - Communication network established
  - Improved utilization of human and physical resources
  - Additional staff training
  - Increased recognition of ABE programming
  - Program expansion

- Assurances perceived as necessary conditions for implementing the Region V design (Item 15)

  Primary Responses:
  - SEA support
  - System for follow-through inservice training sessions
  - Needs assessment
  - Higher education involvement/participation

As the reader can note, the respondents indicate firm agreement with the conditions said necessary for a permanent delivery system; they are: needs assessment, organizational support, interagency cooperation, resource allocation, coordination, professional support system, and evaluation.

Response Rankings Based on Frequency by State and Item

The following table addresses each of the Delphi items by state and overall rank. In the majority of cases, the respondents generated a number of answers per item in the first Delphi round. Each answer was listed and tabulations were made as to the frequency of that answer. Frequencies were developed across all states. Overall frequencies were ranked based on the number of times reported. The topical listings by state indicate a priorized ordering of responses based on frequency of report. Rankings are not provided in that there were few cases of equal frequencies.

The evaluator considered reporting by type of respondents, i.e., professor, director, teacher, etc. This was not done for two reasons:

(1) during the initial analysis we found few significant differences between their responses; and

(2) there were unequal percentages per category, e.g., less than ten percent were teachers while greater than thirty percent were directors.

Table 1

DELPHI RESPONSES--INTERIM AND FINAL RANKINGS

ITEM 1: PLEASE LIST THE GROUPS OR INDIVIDUALS THAT SHOULD BE INVOLVED IN PREPARING A STAFF DEVELOPMENT PLAN FOR A STATE.

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 38	Interim Rank Order
ABE Directors/State Staff	1
Higher Education	2
Local Staff	3.5
Teacher Professional Organizations/ Unions	3.5
Superintendent of Schools	5.5
State Advisory Board	5.5
Former ABE Students	7
Community Representation,e.g.,Minorities	8
"Expert Consultants"	9
Referral Agencies (Employment Services, Welfare, etc.)	10

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
ABE Directors/State Staff	24	1.29	1
Local Staff	21	2.23	2
Higher Education	16	3.81	3
Former ABE Students	19	4.21	4
State Advisory Board	19	4.36	5
Community Representation, e.g., Minorities, "Expert Consultants"	18	5.05	6
Teacher Professional Organizations/ Unions	12	5.58	7
Referral Agencies (Employment Services, Welfare, etc.)	15	5.66	8
Superintendent of Schools	8	6.87	9

Final Rank by State:

Illinois

ABE Directors/State Staff
Local Staff
Former ABE Students
State Advisory Board
Referral Agencies
Superintendent of Schools
Community Representation
Higher Education
Teacher Prof. Organizations/Unions

Indiana

ABE Directors/State Staff
Local Staff
(State Advisory Board
*Former ABE Students
Community Representation
Referral Agencies
Teacher Prof. Organizations/Unions
Higher Education

Michigan

ABE Directors/State Staff
Local Staff
Higher Education
Former ABE Students
Community Representation
State Advisory Board
Referral Agencies

Minnesota

ABE Directors/State Staff
State Advisory Board
Teacher Prof. Organizations/Unions
Local Staff
Community Representation
Higher Education
Former ABE Students
Referral Agencies
Superintendent of Schools

Ohio

ABE Directors/State Staff
Higher Education
Local Staff
Community Representation
State Advisory Board
Former ABE Students
Referral Agencies
Superintendent of Schools
Teacher Prof. Organizations/Unions

Wisconsin

ABE Directors/State Staff
Local Staff
Higher Education
Former ABE Students
Community Representation
Referral Agencies
State Advisory Board
Teacher Prof. Organizations/Unions

*Items received equivalent rankings.

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 2: WHO SHOULD BE INVOLVED IN DEVELOPING A LOCAL PLAN?

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 38	Interim Rank Order
Local Director/Staff	1
Teacher Trainers/Instructors	2
Teacher Professional Organizations/ Unions	3
ABE Director--State Level	4.5
Advisory Board	4.5
Former ABE Students	6
Referral Agencies	7
Expert Consultants	8.5
Community Represenation, e.g., Minorities	8.5

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
Local Director/Staff	24	1.24	1
Teacher Trainers/Instructors	19	2.52	2
Advisory Board	21	3.90	3
Former ABE Students	19	4.15	4
Expert Consultants	17	4.76	5
Community Representation	16	4.87	6
ABE Director--State Level	19	5.10	7
Referral Agencies	16	5.68	8
Teacher Professional Organizations/ Unions	10	6.70	9

Final Rank by State:

Illinois

Local Director/Staff
Teacher Trainers/Instructors
Former ABE Students
Advisory Board
Referral Agencies
Expert Consultants
Community Representation
Teacher Prof. Organizations/Unions
ABE Director--State Level

Indiana

Local Director/Staff
Teacher Trainers/Instructors
Former ABE Students
Advisory Board
Expert Consultants
Referral Agencies
Community Representation
ABE Director--State Level
Teacher Prof. Organizations/Unions

Michigan

Local Director/Staff
Teacher Trainers/Instructors
Advisory Board
Expert Consultants
Former ABE Students
Community Representation
Referral Agencies
ABE Director--State Level

Minnesota

Local Director/Staff
Advisory Board
ABE Director--State Level
Referral Agencies
Former ABE Students
Teacher Prof. Organizations/Unions
Teacher Trainers/Instructors
Expert Consultants
Community Representation

Ohio

Local Director/Staff
Teacher Trainers/Instructors
Advisory Board
Community Representation
Former ABE Students
ABE Director--State Level
Expert Consultants
Referral Agencies
Teacher Prof. Organizations/Unions

Wisconsin

Local Director/Staff
Teacher Trainers/Instructors
Expert Consultants
Former ABE Students
Referral Agencies
ABE Director--State Level
Advisory Board
Community Representation

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 3: WHAT IS THE MOST IMPORTANT KIND OF NEEDS ASSESSMENT DATA FOR PLANNING ADULT BASIC E
DEVELOPMENT?

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = [illegible]	Interim Rank Order	Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24
Criteria indicating effective teaching	1.5	Criteria indicating effective teaching
Training needed for effective teaching	1.5	Areas of concern as perceived by teacher
Areas of concern as perceived by teachers	3	Training needed for effective teaching
Curriculum assessment	4	Student characteristics
Recruitment methods	5	Curriculum assessment
Student characteristics	6.5	Rate of attrition
Rate of attrition	6.5	Recruitment methods
Census data	8	Census data
Literacy rates	9	Literacy rates
Appropriateness of staff size	10.5	Criteria for determining location of program
Cost effectiveness	10.5	Cost effectiveness
Criteria for determining locations of program	12	Appropriateness of staff size
Assessment not needed	13	Assessment not needed

Final Ranking by State:

Illinois

Effective teaching criteria
Effective teaching training need
Perceived areas of concern
Curriculum assessment
Recruitment methods
Student characteristics
Attrition rates
Census data
Literacy rates
Appropriate staff size
Cost effectiveness
Program location criteria

Indiana

Effective teaching criteria
• Effective teaching training need
Student characteristics
• Perceived areas of concern
Curriculum assessment
Census data
• Recruitment methods
Attrition rates
Appropriate staff size
Program location criteria
• Literacy rates
Cost effectiveness
Assessment not needed

Michigan

Effective tea
• Perceived are
Cost effectiv
Curriculum as
• Appropriate s
Program locat
Effective tea
Recruitment m
• Student chara
Literacy rate
Census data
Attrition rat

Minnesota

• Recruitment methods
Attrition rates
Literacy rates
• Perceived areas of concern
Program location criteria
• Effective teaching training need
Cost effectiveness
• Effective teaching criteria
Census data
Student characteristics
Appropriate staff size
Curriculum assessment

Ohio

Effective teaching criteria
Perceived areas of concern
Curriculum assessment
Effective teaching training need
Recruitment methods
Student characteristics
Attrition rates
Census data
Literacy rates
Appropriate staff size
Cost effectiveness
Program location criteria
Assessment not needed

Wisconsi

Perceived are
Student chara
Curriculum as
Effective tea
Effective tea
Attrition rat
Literacy rate
Recruitment m
Census data

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 4: WHAT KINDS OF NEEDS ASSESSMENT DATA ARE OF SECONDARY IMPORTANCE?

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 38	Interim Rank Order
Staff attitudes toward program impact and student characteristics	1
Public opinion toward program and student characteristics	2
State ABE needs	3
Demographic data	4
Criteria for effective instruction	5
Learner characteristics	6
Problems specific to local areas	7.5
Curricula effectiveness	7.5
Support staff needs	9
No additional data needed	10

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
Learner characteristics	10	2.30	1
Criteria for effective instruction	11	2.72	2
Problems specific to local areas	16	2.75	3
Staff attitudes toward program impact and student characteristics	17	2.76	4
Demographic data	13	3.38	5
Support staff needs	11	3.90	6
Public opinion toward program and student characteristics	14	4.50	7
State ABE needs	14	4.78	8
Curricula effectiveness	12	4.83	9
No additional data needed	4	5.00	10

Final Ranking by State:

Illinois

- Staff attitudes
- Public opinion
- Demographic data
- Criteria for effective instruction
- Support staff needs
- Curricula effectiveness
- Problems of local areas
- State ABE needs
- Learner characteristics

Indiana

- Criteria for effective instruction
- Learner characteristics
- Problems of local areas
- Staff attitudes
- Demographic data
- *State ABE needs
- *Curricula effectiveness
- Support staff needs
- Public opinion
- Additional data not needed

Michigan

- Staff attitudes
- Demographic data
- Curricula effectiveness
- Problems of local areas
- Public opinion

Minnesota

- Learner characteristics
- Problems of local areas
- Staff attitudes
- Public opinion
- Criteria for effective instruction
- Curricula effectiveness
- State ABE needs
- Support staff needs

Ohio

- Problems of local areas
- Demographic data
- *Criteria for effective instruction
- *Learner characteristics
- Staff attitudes
- Public opinion
- State ABE needs
- Support staff needs
- Curricula effectiveness
- Additional data not needed

Wisconsin

- Demographic data
- Additional data not needed
- Support staff needs
- Problems of local areas
- Staff attitudes
- Public opinion
- State ABE needs
- Criteria for effective instruction
- Curricula effectiveness

*Items received equivalent rankings.

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 5: WHAT AGENCIES SHOULD COOPERATE IN THE DELIVERY OF ABE STAFF DEVELOPMENT?

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 38	Interim Rank Order
LEA Officials	1.5
Higher Education	1.5
Expert Consultants	3
Federal Agencies	4
Experienced Schools	5.5
State ABE Staff	5.5
Community Support	7
Students	8

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
State ABE Staff	21	2.23	1
LEA Officials	17	2.35	2
Experienced Schools	18	2.94	3
Higher Education	22	3.31	4
Expert Consultants	21	3.38	5
Community Support	13	5.00	6
Federal Agencies	16	5.31	7
Students	16	5.75	8

Final Ranking by State:

Illinois	Indiana	Michigan
LEA Officials	LEA Officials	Expert Consultants
Expert Consultants	* State ABE Staff	Higher Education
State ABE Staff	Expert Consultants	Experienced Schools
Higher Education	* Experienced Schools	State ABE Staff
Experienced Schools	Community Support	Students
Federal Agencies	Students	LEA Officials
Community Support	Higher Education	Federal Agencies
Students	Federal Agencies	Community Support

Minnesota	Ohio	Wisconsin
Experienced Schools	Higher Education	Higher Education
Expert Consultants	State ABE Staff	Expert Consultants
Higher Education	LEA Officials	State ABE Staff
State ABE Staff	Experienced Schools	LEA Officials
LEA Officials	Federal Agencies	Experienced Schools
Federal Agencies	Expert Consultants	Students
Community Support	Community Support	Federal Agencies
Students	Students	Community Support

*Items received equivalent rankings.

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 6: WHAT GROUPS OR INDIVIDUALS MUST SUPPORT ABE IN ORDER FOR IT TO SURVIVE?

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 38	Interim Rank Order	Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
State Legislature	1	Congress	19	1.94	1
SEA and LEA Officials	2.5	State Legislature	20	2.30	2
Program Administration/Staff	2.5	LEA Officials	14	2.71	3
Congress	4	Program Administration/Staff	18	3.22	4
Agency Affiliates	5	Training/Innovative Projects	17	3.58	5
Former and Present Students	6	Clergy	17	4.00	6
Labor/Industry	7.5	Former and Present Students	16	4.50	7
Higher Education	7.5	Agency Affiliates	15	5.00	8
Advisory Committee	9.5	Higher Education	14	6.00	9
Training/Innovative Projects	9.5	Labor/Industry	15	6.66	10
Clergy	11	Advisory Committee	16	6.68	11
Media	12	Vocational Schools	13	7.00	12
Vocational Schools	13	Media	10	7.60	13
Regional Staff	14	Regional Staff	10	8.10	14

Final Ranking by State:

Illinois

Congress
State Legislature
SEA/LEA Officials
Program Administration/Staff
Agency Affiliates
Students
Labor/Industry
Higher Education
Advisory Committee
Training/Innovative Projects

Indiana

Program Administration/Staff
Congress
Students
State Legislature
SEA/LEA Officials
Agency Affiliates
Advisory Committee
Media
Labor/Industry
Higher Education
Regional Staff
Vocational Schools
Clergy
Training/Innovative Projects

Michigan

State Legislature
SEA/LEA Officials
Congress
Program Administration/Staff
Higher Education
Advisory Committee
Agency Affiliates
Media
Students
Vocational Schools
Labor/Industry
Regional Staff
Clergy

Minnesota

Congress
State Legislature
Agency Affiliates
SEA/LEA Officials
Program Administration/Staff
Labor/Industry
Advisory Committee
Training/Innovative Projects
Clergy

Ohio

State Legislature
SEA/LEA Officials
Program Administration/Staff
Congress
Students
Advisory Committee
Labor/Industry
Agency Affiliates
Higher Education
Media
Regional Staff
Training/Innovative Projects
Clergy
Vocational Schools

Wisconsin

State Legislature
Program Administration/Staff
Congress
Students
Higher Education
Labor/Industry
Vocational Schools
Advisory Committee
Agency Affiliates
SEA/LEA Officials
Regional Staff

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 7: WHAT GROUPS, INDIVIDUALS OR AGENCIES SHOULD BE THE PRIMARY DELIVERY AGENTS FOR TRAINING? (i.e., THE UNIVERSITY, THE STATE DIRECTOR OR CONSULTANTS, ETC.)

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 33	Interim Rank Order
Higher Education	1
State ABE Director and Staff	2
Local Program Director	3
Expert Consultants/Curriculum Specialists	4
Vocational Instructors	5
Innovative/Successful Pilots or Models	6.5
SEA	6.5
LEA	8
Legislators	9

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
State ABE Director and Staff	23	2.04	1
Expert Consultants/Curriculum Specialists	20	3.20	2
Higher Education	19	3.63	3
Innovative/Successful Pilots or Models	17	3.64	4
Local Program Director	19	3.68	5
SEA	10	4.37	6
LEA	8	4.50	7
Vocational Instructors	6	7.16	8
Legislators	3	8.66	9

Final Ranking by State:

Illinois

State ABE Director and Staff
Expert Consultants/Curric.Spec.
Higher Education
Local Program Director
SEA
LEA
Innovative/Successful Pilots/Models

Indiana

Innovative/Successful Pilots/Models
State ABE Director and Staff
Expert Consultants/Curric. Spec.
Local Program Director
Higher Education
LEA
SEA
Vocational Instructors
Legislators

Michigan

Expert Consultants/Curric.Spec.
Innovative/Successful Pilots
Local Program Director
State ABE Director and Staff
Higher Education
SEA
LEA

Minnesota

State ABE Director and Staff
Expert Consultants/Curric. Spec.
Local Program Director
Higher Education
Innovative/Successful Pilots/Models
Vocational Instructors

Ohio

Higher Education
State ABE Director and Staff
Local Program Director
Innovative/Successful Pilots/Models
Expert Consultants/Curric. Spec.
SEA
LEA
Legislators
Vocational Instructors

Wisconsin

State ABE Director and Staff
Higher Education
Expert Consultants/Curric.Spec.
Local Program Director
Innovative/Successful Pilots

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

TEM 8: WHAT ARE THE MOST IMPORTANT TOPICS TO COVER IN A STAFF DEVELOPMENT PROGRAM?

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 18	Interim Rank
uman Relations	1
Teaching Methods/Techniques (emphasis on individualized instruction)	2
Curricula Sequences/Resources	3.5
ob Competency/Skills	3.5
Student Goals/Objectives	5
Administrative Decision-Making	6
Methods of Recruitment	7
Job Placement	8
Effective Use of Paraprofessionals	9
Evaluation Techniques	10
"Special Needs" Students (students with perceptual learning problems)	11
Contemporary Issues/State Interests	12

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
Teaching Methods/Techniques (emphasis on individualized instruction)	21	2.14	1
Human Relations	19	2.73	2
Student Goals/Objectives	19	3.05	3
Curricula Sequences/Resources	20	3.90	4
Evaluation Techniques	19	5.10	5
Methods of Recruitment	18	5.33	6
Job Competency/Skills	16	5.37	7
"Special Needs" Students (students with perceptual learning problems)	20	6.15	8
Effective Use of Paraprofessionals	18	7.16	9
Contemporary Issues/State Interests	11	7.36	10
Job Placement	11	8.27	11
Administrative Decision-Making	11	8.63	12

Final Ranking by State:

Illinois

Student Goals/Objectives
Job Competency/Skills
Human Relations
Teaching Methods/Techniques
Recruitment Methods
Curriculum Sequences/Resources
Evaluation Techniques
Special Needs Students
Contemporary Issues/State Interests
Effective Use of Paraprofessionals
Job Placement
Administrative Decision-Making

Indiana

*(Human Relations
Teaching Methods/Techniques)
Student Goals/Objectives
Curriculum Sequences/Resources
Effective Use of Paraprofessionals
*(Recruitment Methods
Contemporary Issues/State Interests)
Evaluation Techniques
Job Competency/Skills
*(Job Placement
Special Needs Students)
Administrative Decision-Making

Michigan

Human Relations
Student Goals/Objectives
Teaching Methods/Techniques
Curriculum Sequences/Resources
Job Competency/Skills
Recruitment Methods
Evaluation Techniques
Effective Use of Paraprofessional
Special Needs Students
Administrative Decision-Making
Contemporary Issues/State Int.

Minnesota

Teaching Methods/Techniques
Curriculum Sequences/Resources
Student Goals/Objectives
Special Needs Students
Human Relations
Job Competency/Skills
Effective Use of Paraprofessionals
Evaluation Techniques

Ohio

Human Relations
Curriculum Sequences/Resources
Teaching Methods/Techniques
Job Competency/Skills
Student Goals/Objectives
Recruitment Methods
Effective Use of Paraprofessionals
Special Needs Students
Evaluation Techniques
Contemporary Issues/State Interests

Wisconsin

Human Relations
Curriculum Sequences/Resources
Student Goals/Objectives
Job Competency/Skills
Recruitment Methods
Evaluation Techniques
Special Needs Students
Effective Use of Paraprofessional
Teaching Methods/Techniques
Job Placement

*Items received equivalent rankings.

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 9: ARE SOME OF THESE TOPICS MORE DIFFICULT TO TEACH THAN OTHERS? WHICH ARE DIFFICULT?

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 38	Interim Rank Order
Attitudes/Cultural Awareness	1
Techniques for Motivating/Stimulating Students	2
Adult Counseling/Adult Psychology	3
Evaluation Methods	4
Reading Methods	5
Coordination of Agencies, Particularly Affiliated Support Services	6
Training Needed for Teacher Advancement	7.5
Topics Are Not More Difficult to Instruct Than Others	7.5

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
Attitudes/Cultural Awareness	20	1.65	1
Techniques for Motivating/Stimulating Students	20	2.35	2
Adult Counseling/Adult Psychology	17	3.41	3
Evaluation Methods	15	3.53	4
Coordination of Agencies, Particularly Affiliated Support Services	17	4.11	5
Reading Methods	14	4.50	6
Topics Are Not More Difficult to Instruct Than Others	4	5.25	7
Training Needed for Teacher Advancement	11	6.18	8

Final Ranking by State:

Illinois

Attitudes/Cultural Awareness
Motivating/Stimulating Techniques
Coordination of Agencies
Evaluation Methods
Adult Counseling/Psychology
Training for Teacher Advancement
Reading Methods
Topics No More Difficult than Others

Indiana

Attitudes/Cultural Awareness
Adult Counseling/Psychology
Motivating/Stimulating Techniques
Evaluation Methods
Reading Methods
Coordination of Agencies
Trainnng for Teacher Advancement
Topics No More Difficult than Others

Michigan

Motivating/Stimulating Techniques
Attitudes/Cultural Awareness
Adult Counseling/Psychology
Coordination of Agencies
Evaluation Methods
Reading Methods

Minnesota

Attitudes/Cultural Awareness
Motivating/Stimulating Techniques
Adult Counseling/Psychology
Reading Methods
Evaluation Methods
Coordination of Agencies
Training for Teacher Advancement

Ohio

Attitudes/Cultural Awareness
Evaluation Methods
Motivating/Stimulating Techniques
Adult Counseling/Psychology
Reading Methods
Coordination of Agencies

Wisconsin

Attitudes/Cultural Awareness
Motivating/Stimulating Techniques
Evaluation Methods
Adult Counseling/Psychology
Reading Methods
Coordination of Agencies
Topics No More Difficult
Training for Teacher Advancement

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 10: WHAT KIND OF PROFESSIONAL RECOGNITION SHOULD BE GIVEN THOSE WHO PARTICIPATE IN A STAFF DEVELOPMENT PROGRAM?

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 38	Interim Rank Order
Course Credit/Higher Education	1.5
SEA Certification	1.5
CEU	3
Publicity	4
Letters of Recognition	5
Release Time	6
Consultant Fees	7
No Recognition Necessary	8

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
No Recognition Necessary	4	2.00	1
Course Credit/Higher Education	22	2.09	2
SEA Certification	15	2.73	3
CEU	16	2.81	4
Release Time	20	3.15	5
Publicity	13	4.00	6
Letters of Recognition	14	4.07	7
Consultant Fees	10	4.20	8

Final Ranking by State:

Illinois

Course Credit
SEA Certification
CEU
Publicity
Recognition Letters
Release Time
Consultant Fees
Recognition Not Necessary

Indiana

CEU
Course Credit
SEA Certification
Release Time
Publicity
Recognition Letters
Recognition Not Necessary
Consultant Fees

Michigan

Course Credit
Release Time
Consultant Fees
SEA Certification
Publicity
Recognition Letters
CEU

Minnesota

SEA Certification
Release Time
Course Credit
Publicity
CEU
Recognition Letters
Consultant Fees

Ohio

Course Credit
SEA Certification
CEU
Recognition Letters
Release Time
Publicity

Wisconsin

Course Credit
Release Time
Consultant Fees

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 11: WHAT IS THE BEST EVIDENCE THAT SOMEONE HAS GAINED FROM STAFF DEVELOPMENT PARTICIPATION?

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 38	Interim Rank Order
Effective Program Management	1
Skilled at Motivating Students	2
Enthusiasm Level of Teachers	3
Curriculum Revision	4
Retention as Evidenced by Application in Instruction	5
Teacher Self-Confidence	6
High Student Enrollment	7

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
Retention as Evidenced by Application in Instruction, Teacher Self-Confidence	22	2.04	1
Enthusiasm Level of Teachers	19	2.68	2
Skilled at Motivating Students	21	2.95	3
High Student Enrollment	18	3.55	4
Curriculum Revision	14	4.00	5
Effective Program Management	17	4.17	6

Final Ranking by State:

Illinois	Indiana	Michigan
Motivating Skill	Teacher Enthusiasm	Retention
High Student Enrollment	Retention	Motivation Skill
Effective Program Management	Motivating Skill	Teacher Enthusiasm
Retention	Effective Program Management	Curriculum Revision
Teacher Enthusiasm	Curriculum Revision	High Student Enrollment
Curriculum Revision	High Student Enrollment	Effective Program Management

Minnesota	Ohio	Wisconsin
Motivating Skill	Retention	Motivating Skill
Retention	Effective Program Management	Retention
Effective Program Management	Curriculum Revision	Curriculum Revision
Curriculum Revision	Teacher Enthusiasm	Teacher Enthusiasm
Teacher Enthusiasm	Motivating Skill	High Student Enrollment
	High Student Enrollment	Effective Program Management

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 12: WHAT STAFF DEVELOPMENT ACTIVITIES SHOULD BE CONDUCTED ON A MULTISTATE BASIS, IS POSSIBLE?

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 39	Interim Rank Order
Use of "expert" or successful ABE program planners for dissemination	1
Utilization of resources/techniques	2
Reading/math workshops	3
Human relation/cultural awareness	4
Federal laws and regulations	5
Teacher competencies	6
ESL	7.5
Recruitment techniques	7.5

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
Use of "expert" or successful ABE program planners for dissemination	18	2.11	1
Utilization of resources/techniques	17	2.94	2
Human relation/cultural awareness	15	3.46	3
Federal laws and regulations	16	3.62	4
Reading/math workshops	18	3.66	5
Teacher competencies	15	4.33	6
ESL	16	5.18	7
Recruitment techniques	15	5.73	8

Final Ranking by State:

Illinois

Reading/math workshops
Use of expert program planners
Recruitment techniques
Resources/techniques utilization
Human relations/cultural awareness

Indiana

Use of expert program planners
Human relations/cultural awareness
Resource/techniques utilization
Teacher competencies
Reading/math workshops
Federal laws/regulations
ESL
Recruitment techniques

Michigan

Use of expert program planners
Teacher competencies
Reading/math workshops
Human relations/cultural aware.
Resources/techniques utilization
ESL
Recruitment techniques

Minnesota

Use of expert program planners
Federal laws/regulations
Reading/math workshops
Resources/techniques utilization
Teacher competencies
Human relations/cultural awareness
Recruitment techniques

Ohio

Use of expert program planners
Resources/techniques utilization
Reading/math workshops
Human relations/cultural awareness
Federal laws/regulations
Teacher competencies
ESL
Recruitment techniques

Wisconsin

Federal laws/regulations
Human relations/cultural aware.
Use of expert program planners
Resources/techniques utilization
Reading/math workshops
ESL
Recruitment techniques

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 13: WHAT ACTIVITIES ARE BEST HANDLED BY A SINGLE STATE OR PORTION OF A STATE?

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 38	Interim Rank Order
Program components developed specific for state and local needs or characteristics	1
Census/demographic information	2
Inservice training	3
Cultural awareness training	4
Recruitment	5
Needs assessment	6
Curriculum revision	7
Testing	8
Cost effectiveness reportage	9
Counseling	10
Resource sharing and coordination	11

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
Program components developed specific for state and local needs or characteristics	21	1.33	1
Inservice training	20	3.60	2
Census/demographic information	16	3.75	3
Needs assessment	20	4.25	4
Recruitment	16	4.56	5
Cost effectiveness reportage	12	4.83	6
Resource sharing and coordination	13	5.23	7
Curriculum revision	14	5.57	8
Testing	12	6.33	9
Cultural awareness training	14	6.50	10
Counseling	10	8.10	11

Final Ranking by State:

Illinois

Program components
Inservice training
Cost effectiveness reportage
Needs assessment
Census/demographic information
Recruitment
Testing
Resource sharing/coordination

Indiana

Program components
Inservice training

Michigan

Program components
Inservice training
Census/demographic information
Cultural awareness training
Recruitment
Needs assessment
Curriculum revision
Testing

Minnesota

Program components
Cultural awareness training
Inservice training
Needs assessment
Recruitment
Cost effectiveness reportage
Testing

Ohio

Program components
Census/demographic information
Inservice training
Recruitment
Curriculum revision
Cost effectiveness reportage
Needs assessment
Resource sharing/coordination
Cultural awareness training
Testing
Counseling

Wisconsin

Program components
Census/demographic information
Inservice training
Needs assessment
Recruitment
Curriculum revision
Cost effectiveness reportage
Cultural awareness training

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 14: WHAT HAVE BEEN THE MAJOR IMPACTS OF THE REGION V STAFF DEVELOPMENT PROGRAM?

Overall Responses Ordered by Frequency f Report (Listed from High to Low) Total Number Responding = 33	Interim Rank Order
Established a communication network for dissemination of ideas, successes, failures, pilot and model programs	1
fective utilization of human, physical and material sources	2.5
ditional staff training with improved methods	2.5
Expansion of programs, student and staff programs (e.g., alternative degree programs)	4
gher education involvement	5.5
Increased recognition of importance	5.5
Paraprofessional training	7

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
Established a communication network for dissemination of ideas, successes, failures, pilot and model programs	23	1.78	1
Additional staff training with improved methods	22	2.59	2
Effective utilization of human, physical and material sources	22	2.63	3
Increased recognition of importance	16	3.18	4
Expansion of programs, student and staff programs (e.g., alternative degree programs)	11	4.45	5
Higher education involvement	17	4.52	6
Paraprofessional training	13	5.46	7

Final Ranking by State:

Illinois

Communication network
ditional staff training
fective source utilization
gher education involvement
ncreased recognition
Paraprofessional training

Indiana

Communication network
Increased recognition
Additional staff training
Effective source utilization
Program expansion
Paraprofessional training
Higher education involvement

Michigan

Communication network
Additional staff training
Program expansion
Higher education involvement
Increased recognition
Paraprofessional training

Minnesota

Communication network
fective source utilization
ditional staff training
creased recognition
Program expansion
Paraprofessional training
gher education involvement

Ohio

Additional staff training
Effective source utilization
Communication network
Program expansion
Increased recognition
Higher education involvement
Paraprofessional training

Wisconsin

Communication network
Effective source utilization
Additional staff training
Higher education involvement
Increased involvement

Table 1 (continued)

Delphi Responses--Interim and Final Rankings

ITEM 15: IF THE REGION V PROGRAM WAS STARTING TOMORROW, WHAT WOULD YOU BE SURE TO INCLUDE IN THE DESIGN?

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 38	Interim Rank Order
SEA support	1
Higher education involvement/ participation	2
Evaluation processes	3
Support from affiliated agencies of public aid, employment	4.5
Needs assessment	4.5
Independent monies for regional pool/fiscal accountability	6
System for follow-through inservice training sessions	7.5
Competency-based teacher performance evaluation	7.5
Increased participation on the part of state legislators	9

Overall Responses Ordered by Frequency of Report (Listed from High to Low) Total Number Responding = 24	N	Mean of Rank	Final Rank Order
SEA support	13	2.92	1
System for follow-through inservice training sessions	24	2.95	2
Needs assessment	20	3.10	3
Higher education involvement/ participation	19	4.00	4
Competency-based teacher performance evaluation	16	4.06	5
Evaluation processes	18	4.22	6
Independent monies for regional pool/fiscal accountability	14	4.42	7
Increased participation on the part of state legislators	16	5.12	8
Support from affiliated agencies of public aid, employment	14	5.50	9

Final Ranking by State:

Illinois

Needs assessment
SEA support
Independent monies
Higher education involvement
Agency support
Evaluation processes
Follow-through inservice training
Teacher performance evaluation
Legislator participation

Indiana

Needs assessment
Teacher performance evaluation
Follow-through inservice training
Agency support
Evaluation processes
SEA support
Higher education involvement
Legislator participation
Independent monies

Michigan

Needs assessment
Follow-through inservice trng
Higher education involvement
Legislator participation
Agency support
Teacher performance evaluation
Evaluation processes
SEA support
Independent monies

Minnesota

Legislator participation
SEA support
Higher education involvement
Evaluation processes
Needs assessment
Follow-through inservice training
Teacher performance evaluation
Independent monies
Agency support

Ohio

SEA support
Needs assessment
Higher education involvement
Evaluation processes
Legislator participation
Follow-through inservice training
Teacher performance evaluation
Independent monies
Agency support

Wisconsin

Follow-through inservice trng
SEA support
Higher education involvement
Agency support
Independent monies
Evaluation processes
Needs assessment
Increased participation
Teacher performance evaluation

The Participant Survey

Late in spring, 605 participants in selected regional and state programs were mailed a survey form asking them to respond to questions regarding their perception of the benefit of such programs. Overall, there was a 44.1% (N = 267) return with 51% of the regional participants and 42% of the state program participants responding. The preponderance of those returning surveys were teachers (38.6%), directors (25.5%) or teacher-directors (19.5%) of ABE programs.

Of the 267 respondents to the question requesting a ranking of 1 (high) to 7 (low) of the staff development program in the short term, 198 or 74.2% submitted an above average assessment. Asked to respond regarding their ranking as seen in today's light, 186 or 69.7% gave an above average rank. This means that those who responded to the survey were highly positive about their staff development experience immediately and after time for reflection.

As indicated in Table 3, most of the participants thought their workshop experience provided new knowledge or reinforced former knowledge and this knowledge was in an important or crucial area. Most respondents later applied the knowledge gained at the workshops and were positive about the amount of material covered. In general, the participants gave a highly favorable rating to the staff development programs they attended.

Prior to reporting the survey results by state and selected workshop, the list of workshops from which the sample was comprised is provided.

Table 2

SELECTED WORKSHOP SAMPLE

Workshop Title	Workshop Number	Number Surveys Mailed	Number Survey Return
Regional Administrator's Conference	R-102-C	51	26
Coping Skills	R-103-C	45	23
Learning Disabilities	R-104-C	55	29
Building Support for the Local Program	IN-107-C	50	21
New Teacher Orientation	IN-105-C	82	28
Communication Update	IL-105-C	35	10
LVA Tutor-Training	IL-106-C	22	12
Adult Basic Education	WI-102-C	20	6
Materials	WI-105-C	90	35
Performance Objectives	OH-106-C	33	13
Administrator's Seminar	OH-112-C	35	18
Psychology of Adult Learning	MN-103-C	11	5
Coping Skills	MN-108-C	23	13
Volunteer Training	MI-104-C	53	28

TABLE 3

PARTICIPANT WORKSHOP SURVEY
RESPONSES BY WORKSHOP ATTENDED, STATE AND OVERALL
(TOTAL NUMBER OF RESPONSES = 267)

	ILLINOIS						INDIANA						MICH.		MINNESOTA						OHIO						WISCONSIN						[illegible]								[illegible]	
	IL-109C		IL-106C		TOTAL ILL		IN-105C		IN-107C		TOTAL IND		MI-104C		MN-103C		MN-100C		TOTAL MINN		OH-106C		OH-112C		TOTAL OHIO		WI-102C		WI-105C		TOTAL WISC		[illegible]		[illegible]		[illegible]		TOTAL [illegible]			
*	M=25		M=22		M=57		M=82		M=50		M=132		M=53		M=11		M=23		M=34		M=23		M=35		M=58		M=20		M=[illegible]		M=110		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]	
	R=10		R=12		R=22		R=28		R=21		R=49		R=28		R=5		R=13		R=18		R=13		R=18		R=31		R=6		R=35		R=41		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TEACHER	2	20	0	0	2	9.1	19	64.3	1	4.8	19	38.8	13	46.4	3	60.0	6	46.2	9	50.0	8	61.5	0	0	8	25.8	3	50.0	26	74.3	29	70.7	0	0	11	47.8	12	41.4	23	29.5	[illegible]	38.4
ADER/DIRECTOR	1	10	0	0	1	4.5	3	10.7	4	19.0	7	14.3	1	3.6	0	0	0	0	0	0	1	7.6	3	16.7	4	12.9	0	0	4	11.4	4	9.8	1	3.8	3	13.0	7	24.1	11	14.1	[illegible]	11.5
IRECTOR	2	20	0	0	2	9.1	0	0	14	66.7	14	28.6	3	10.7	0	0	5	38.5	5	27.8	1	7.6	13	72.2	14	45.2	2	33.3	2	5.7	4	9.8	17	65.4	5	21.7	4	13.8	26	33.3	[illegible]	22.5
SITY PROFESSOR	1	10	0	0	1	4.5	0	0	0	0	0	0	1	3.6	1	20.0	0	0	1	5.6	0	0	0	0	0	0	1	16.7	1	2.9	2	4.9	1	3.8	0	0	0	0	1	1.3	6	2.2
DEPARTMENT EMPLOYEE	1	10	1	8.3	2	9.1	0	0	4	19.0	4	8.2	0	0	1	20.0	0	0	1	5.6	0	0	0	0	0	0	0	0	1	2.9	1	2.4	3	11.5	3	13.0	2	6.9	8	10.3	14	5.2
SCHOOL SYSTEM EMPLOYEE	0	0	1	8.3	1	4.5	2	7.1	1	4.8	3	6.1	0	0	0	0	0	0	0	0	1	7.6	1	5.6	2	6.5	0	0	0	0	0	0	1	3.8	0	0	1	3.4	2	2.6	8	3.0
(e.g. Consultant, Elem. Teacher, Principal, Reading Specialist, AVTI Director)	2	20	9	7.5	11	50.0	2	7.1	2	9.5	4	8.2	8	28.6	0	0	3	23.1	3	16.7	1	7.6	1	5.6	2	6.5	0	0	4	11.4	4	9.8	2	7.7	1	4.3	1	3.4	4	5.1	22	8.2
Just after attending the staff development program I rated it more or less																																										
Generally High - 1	1	10.0	4	33.3	5	22.7	5	17.9	3	14.3	8	16.3	2	7.1	3	60.0	3	23.1	6	33.3	3	23.1	3	16.7	6	19.4	2	33.3	8	22.9	10	24.4	8	30.8	7	30.4	7	24.1	22	28.2	59	22.1
- 2	5	50.0	6	50.0	11	50.0	10	35.7	15	71.4	25	51.0	14	50.0	2	40.0	8	61.5	10	55.6	7	53.8	11	61.1	18	58.1	2	33.3	18	51.4	20	48.8	12	46.2	12	52.2	17	58.6	41	52.6	139	52.1
Neutral - 3	1	10.0	0	0	1	4.5	10	35.7	3	14.3	13	26.5	7	25.0	0	0	3	23.1	3	16.7	3	23.1	4	22.2	7	22.6	1	16.7	7	20.0	8	19.5	2	7.7	2	8.7	4	13.8	8	10.3	47	17.6
- 4	0	0	0	0	0	0	2	7.1	1	4.8	3	6.1	4	14.3	0	0	0	0	0	0	1	7.7	0	0	1	3.2	0	0	2	5.7	2	4.9	1	3.8	1	4.3	0	0	2	2.6	[illegible]	4.3
- 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2.9	1	2.4	2	7.7	0	0	1	3.4	3	3.8	4	1.5
Generally Low - 6	1	10.0	0	0	1	4.5	1	3.6	0	0	1	2.0	0	0	0	0	0	0	0	0	1	7.7	0	0	1	3.2	1	16.7	1	2.9	2	4.9	0	0	1	4.3	0	0	1	1.3	6	2.2
- 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Given today's perspective I would rank the program:																																										
Generally High - 1	1	10.0	3	25.0	4	18.2	5	17.9	3	14.3	8	16.3	3	10.7	4	80.0	3	23.1	7	38.9	2	15.4	2	11.1	4	12.9	1	16.7	5	14.3	6	14.6	8	30.8	5	21.7	6	20.7	19	24.4	[illegible]	[illegible]
- 2	3	30.0	5	41.7	8	36.4	9	32.1	15	71.4	24	49.0	13	46.4	1	20.0	6	46.2	7	38.9	5	38.5	12	66.7	17	54.8	3	50.0	17	48.6	20	48.8	[illegible]	24.6	[illegible]	72.3	[illegible]	65.5	44	[illegible]	[illegible]	[illegible]
Neutral - 3	3	30.0	1	8.3	4	18.2	11	39.3	4	19.0	15	30.6	5	17.9	0	0	5	38.5	5	27.8	3	23.1	5	27.8	8	25.8	1	16.7	9	25.7	10	24.4	5	19.2	2	8.7	5	17.2	12	15.4	[illegible]	22.1
- 4	1	10.0	0	0	1	4.5	2	7.1	0	0	2	4.1	3	10.7	0	0	0	0	0	0	1	7.7	0	0	1	3.2	0	0	2	5.7	2	4.9	0	0	1	4.3	0	0	1	1.3	10	3.7
- 5	0	0	0	0	0	0	0	0	1	4.8	1	2.0	1	3.6	0	0	0	0	0	0	1	7.7	0	0	1	3.2	0	0	0	0	0	0	3	11.4	2	8.7	1	3.4	6	7.7	[illegible]	3.4
Generally Low - 6	0	0	0	0	0	0	1	3.6	0	0	1	2.0	1	3.6	0	0	0	0	0	0	1	7.7	0	0	1	3.2	3	50.0	2	5.7	5	12.2	0	0	1	4.3	0	0	1	1.3	9	3.4
- 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	16.7	0		1	2.4	0	0	0	0	0	0	0	0	1	0.4

*M = Number of surveys mailed; R = Number of surveys returned.

TABLE 3 (continued)

	ILLINOIS						INDIANA						MICH.		MINNESOTA						OHIO						WISCONSIN						[illegible]								ALL PR	
	IL-105C		IL-106C		TOTAL ILL		IN-105C		IN-107C		TOTAL IND		MI-104C		MN-103C		MN-108C		TOTAL MINN		OH-106C		OH-112C		TOTAL OHIO		WI-102C		WI-105C		TOTAL WISC		[illegible]		[illegible]		[illegible]		TOTAL [illegible]			
	M=35		M=22		M=57		M=82		M=50		M=132		M=53		M=11		M=23		M=34		M=33		M=35		M=68		M=20		[illegible]		M=110		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]	
	R=10		R=12		R=22		R=28		R=21		R=49		[illegible]		R=5		R=13		R=18		R=13		R=18		R=31		R=6		R=35		R=41		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
The staff development workshop provided:																																										
new knowledge	5	50.0	5	41.7	10	45.5	18	64.3	19	90.5	37	75.5	17	60.7	3	60.0	11	84.6	14	77.8	9	69.2	15	83.3	24	77.4	4	66.7	33	94.3	37	[illegible]	[illegible]	84.6	[illegible]	[illegible]	25	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
reinforced things I already knew	6	60.0	4	33.3	10	45.5	18	64.3	12	57.1	30	61.2	13	46.4	2	40.0	7	53.8	9	50.0	6	46.2	7	38.9	13	41.9	1	16.7	13	37.1	14	[illegible]	4	[illegible]	12	52.2	6	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
rehash of the same old stuff	0	0	0	0	0	0	1	3.6	2	9.5	3	6.1	2	7.1	0	0	0	0	0	0	0	0	0	0	0	0	1	16.7	3	8.6	4	[illegible]	3	11.5	4	17.4	0	0	[illegible]	[illegible]	16	[illegible]
The staff development workshop provided information in an area that is:																																										
crucial to the field of ABE	4	40.0	4	33.3	8	36.4	7	25.0	13	61.9	20	40.8	7	25.0	0	0	6	46.2	6	33.3	5	38.5	9	50.0	14	45.2	3	50.0	17	48.6	20	48.8	12	45.2	17	73.9	18	62.1	47	[illegible]	[illegible]	[illegible]
important	3	30.0	5	41.7	8	36.4	17	60.7	11	52.4	28	57.1	20	71.4	3	60.0	8	61.5	11	61.1	6	46.2	7	38.9	13	41.9	2	33.3	21	60.0	23	56.1	13	50.0	6	26.1	12	41.4	31	[illegible]	[illegible]	[illegible]
somewhat important	1	10.0	0	0	1	4.5	3	10.7	0	0	3	6.1	0	0	0	0	0	0	0	0	2	15.4	2	11.1	4	12.9	0	0	2	5.7	2	4.9	1	3.8	1	4.3	0	0	2	[illegible]	[illegible]	[illegible]
unimportant	0	0	0	0	0	0	0	0	0	0	0	0	1	3.6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]	[illegible]
On returning to my job I found:																																										
numerous direct applications for those things covered	2	20.0	4	33.3	6	27.3	5	17.9	4	19.0	9	18.4	7	25.0	3	60.0	4	30.8	7	38.9	4	30.8	4	22.2	8	25.8	2	33.3	11	31.4	13	[illegible]	7	26.9	11	47.8	6	20.7	24	[illegible]	74	[illegible]
some applications for those things covered	4	40.0	5	41.7	9	40.9	8	28.6	9	42.9	17	34.7	5	17.9	2	40.0	8	61.5	10	55.6	6	46.2	12	66.7	18	58.1	2	33.3	16	45.7	18	43.9	12	46.2	9	39.1	16	55.2	37	47.4	[illegible]	[illegible]
one or two applications for those things covered	2	20.0	0	0	2	9.1	5	17.9	4	19.0	9	18.4	8	28.6	0	0	0	0	0	0	2	15.4	1	5.6	3	9.7	2	33.3	7	20.0	9	22.0	3	11.5	4	17.4	1	3.4	8	10.3	33	[illegible]
things could be useful but I just haven't gotten around to doing anything	0	0	0	0	0	0	2	7.1	2	9.5	4	8.2	1	3.6	0	0	0	0	0	0	1	7.7	1	5.6	2	6.5	0	0	1	2.9	1	2.4	2	7.7	0	0	2	6.9	4	[illegible]	[illegible]	[illegible]
this question is inappropriate for me because	0	0	2	16.7	2	9.1	5	17.9	3	14.3	8	16.3	3	10.7	0	0	2	15.4	2	11.1	0	0	0	0	0	0	0	0	2	5.7	2	4.9	0	0	0	0	3	10.3	3	3.8	[illegible]	[illegible]
7. Generally, the workshop I attended covered:																																										
too many things	1	10.0	0	0	1	4.5	2	7.1	3	14.3	5	10.2	5	17.9	1	20.0	0	0	1	5.6	0	0	4	22.2	4	12.9	3	50.0	13	37.1	16	39.0	3	11.5	4	17.4	6	20.7	13	[illegible]	45	[illegible]
just the right amount	5	50.0	6	50.0	11	50.0	15	53.6	18	85.7	33	66.3	14	50.0	3	60.0	9	69.2	12	66.7	9	69.2	12	66.7	21	67.7	2	33.3	17	48.6	19	46.3	19	73.1	16	69.6	12	41.4	47	[illegible]	[illegible]	[illegible]
not enough material	1	10.0	1	8.3	2	9.1	4	14.3	1	4.8	5	10.2	1	3.6	1	20.0	3	23.1	4	22.2	1	7.7	2	7.1	3	9.7	0	0	2	5.7	2	4.9	1	3.8	0	0	8	[illegible]	9	[illegible]	[illegible]	[illegible]
the wrong material	0	0	0	0	0	0	1	3.6	0	0	1	2.0	1	3.6	0	0	0	0	0	0	3	23.1	0	0	3	9.7	1	16.7	2	5.7	3	7.3	1	3.8	1	4.3	0	0	2	[illegible]	[illegible]	[illegible]
other	1	10.0	1	8.3	2	9.1	4	14.3	0	0	4	8.2	3	10.7	0	0	2	15.4	2	11.1	0	0	0	0	0	0	0	0	1	2.9	1	2.4	0	0	1	4.3	2	6.9	3	3.8	[illegible]	[illegible]

- to develop a competency based needs assessment which will address:

    present student competencies, desired competencies, and methods to reach desired criteria; and

    competencies required for effective instruction in ABE programs.

Overall, the Region V Staff Development Project has met its objectives as stated. More specifically, the Region V Staff Development Project has allowed the state directors to establish formally what had been an informal communication and cooperation system to the benefit of all the participants.

Further, ABE was instrumental in (1) providing information to the states as to improve program planning for adult education; and (2) coordinating various agencies thus improving the dissemination of related information, opportunities and educational methods.

To conclude, the staff development efforts, regional and local, have been received by the participants as both relevant, applicable and efficiently accomplished.

SECTION III: CONCLUSIONS

The following are the conclusions as to the perceived accomplishments of the Region V Staff Development Project and expressed needs of ABE participants.

Accomplishments

Participants surveyed perceive Region V to have:

- established a formal (improved) communications network between and within states which has assisted in clarifying overall goals, program options, methods and trends;
- provided additional staff training which was expressed as a critical need;
- improved ABE program status in terms of educational recognition; and
- increased interagency cooperation and planning for ABE programming.

These perceived accomplishments indicate to the writer that the criteria necessary for satisfying project objectives 2, 3, 4 and 6 was established.

Expressed Needs

Participants surveyed expressed the following needs to be addressed by Region V or their individual states:

- to continue with and improve upon staff training workshops;
- to continue and reemphasize the efforts in interagency coordination for ABE programming;
- to increase the organizational support from state officials, i.e., to provide ABE a legitimate role in State Department organization; and

APPENDIX II

REGION V STAFF DEVELOPMENT COMMITTEE

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REGION V STAFF DEVELOPMENT COMMITTEE

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APPENDIX III

GUIDELINES FOR A COORDINATED REPORTING SYSTEM

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GUIDELINES FOR A COORDINATED REPORTING SYSTEM

Since United States Office of Education Grants Office has stated that all funds to be expended by all agencies must have a Letter of Agreement with the Grantee before any funds are spent or encumbered, the following procedures are suggested in order to develop a system which is agreeable to all concerned:

1. Temporary Letter of Agreement--This may be used when you don't have adequate information to complete a regular Letter of Agreement, but you need to meet and plan an activity, anticipating certain costs for this planning session.

    A. Send a signed Letter of Agreement marked TEMPORARY at least one month prior to actual activity, listing as much information you have available.
    B. A signed copy will be returned with a contract number assigned.
    C. All invoices and expense vouchers must have this contract number in order to assure proper payment.

2. Planning Committee--Involvement of the local people will aid in developing expertise at the local level to plan and conduct further inservice training. Some of their duties can be:

    A. Help select the activity identified by data collected by the local/state director.
    B. Draft/design questionnaire for the activity.
    C. Analyze information received from the activity questionnaire.
    D. Select the participants within the limitation of the topic selected.
    E. Select or recommend consultants.
    F. Draft the agenda.
    G. Check out the arrangements for transportation, food, lodging, and meeting rooms.
    H. Agree upon an evaluation instrument.
    I. Report of the findings sent to School Management Institute (SMI).

3. Letter of Agreement--Complete the regular Letter of Agreement (using the same contract number found on the temporary letter of agreement).

    A. Attach an SMI-ABE Form #1 with detailed line item computations.
    B. Sign the Letter of Agreement, using the date on temporary.

4. Consultants

   A. Confirm arrangements with consultants.
   B. Inform consultants of their duties.
   C. Request a vita or resume.
   D. Inform the consultants about the information received from the questionnaire so they can understand the needs of the participants.
   E. Send along an evaluation form.
   F. Inform them that you will need them to write a summary of their services or conclusions after completing the activity.
   G. Encourage them to have handouts on information to be covered (charts, outlines, bibliographies, etc.).
   H. Inform them as to the amount of the consultant fee, including travel and per diem ($100.00 per day plus $25.00 per diem at $6.25 per quarter with hotel paid receipt, 11¢ per mile with odometer readings or airplane ticket receipt on second class fare). Prior approval for consultant fees over $100.00 per day must be requested through the Grantee in writing indicating why the consultant is qualified to more than $100.00 per day.
   I. On all correspondence with the consultants, send a copy to the Grantee, marking the contract number on the letters.

5. Meeting Arrangements

   A. Confirm the arrangements with the hotel that they have been selected for the meeting on the dates selected.
   B. Don't guarantee exact lodging and food number counts. (This should be done later when participants indicate their intentions.)
   C. Find out how they will figure the actual number to be charged. (Some go by a plate count. Others will prefer a meal ticket collection by the waitress. A head count is the most popular; however, you will need to let them know that your count needs to match their count.)
   D. Give the management a copy of your letter of introduction.

6. Participants

   A. Send invitations to selected participants.
   B. Include a tentative agenda.
   C. Set a deadline for a response.
   D. Include hotel and other pertinent information (mode of dress, recreation, etc.).
   E. Explain reimbursement.
   F. Include a map, marking the meeting place.

7. Final Hotel Arrangements

   A. Give final count of participants for planned meals.
   B. Have the hotel handle the individual lodging arrangements. Most have advance reservation cards. Do not guarantee individual lodging arrangements for participants. If individuals wish to guarantee lodging, then they must do so at their own risk.
   C. Lodging for consultant can be guaranteed as a courtesy.
   D. Planned meals should be from the hotel's selected menu. Special orders will not allow the flexibility needed to reduce the final count.
   E. Have written arrangements with the hotel management, indicating meeting rooms, lodging costs, billing arrangements, and audio-visual requirements.
   F. Go to the hotel and "walk through" the meeting areas with an agenda in hand.

8. Activity Checklist

   A. Name badges -- typed or printed.
   B. Sharpened pencils.
   C. Agenda and other handouts.
   D. Signs for meeting rooms.
   E. Registration list.
   F. Form #8 Expense Vouchers.
   G. Form #9 Participant Information and Cost-Sharing
   H. Evaluation instrument.
   I. Certificates of Completion or C.E.U.'s -- typed and signed.

9. Termination of Activity

   A. Initial all hotel billings, checking for accuracy.
   B. Check and initial all expense vouchers for accuracy.
   C. Check all Form #9s, participant information and cost-sharing documentation.
   D. Collect evaluation sheets and compile the information.
   E. Collect completed C.E.U. registration sheets.

10. Send the following information within 30 days to SMI in order to fulfill the Letter of Agreement:

   A. All original invoices with audit-trail documentation.
   B. All completed expense vouchers, with all required receipts attached (official parking lot receipt, plane ticket or copy, paid lodging receipt).
   C. Send SMI three copies of the SMI-ABE Form #8 Expense Voucher if you want to receive a copy of the actual paid voucher.
   D. Form #9, signed white and yellow copies.
   E. SMI-ABE Form #3.
   F. SMI-ABE Form #5 or #6 for total cost-sharing.
   G. Summary of activity by program director.
   H. Consultants vitae, summaries of services, and handouts.
   I. Summary of evaluation results.
   J. Signed registration sheet and list of participants.

11. SMI will complete the SMI-ABE Form #2 (itemized costs) and send to the state staff development official for signature.

12. Original signed SMI-ABE Form #2 is then returned to SMI.

13. An activity financial print-out will be sent to the state staff development official when all invoices are paid.

14. Invoices received after the termination of the Letter of Agreement (30 days) will not be honored. If invoices are going to be late, a letter stating when the invoice will arrive will be acceptable.

APPENDIX IV

LETTER OF AGREEMENT

TO: School Management Institute, Inc.
Grantee #OEG-0-72-1438

FROM:

RE: ______________________________ # ______________
(Official Title of Activity) (to be Assigned by Grantee.)

1. All activities to be performed will be in agreement with the Grant Terms and Conditions, #OEG-0-72-1438.

2. The Grantee will retain supervision and administrative control over the provision of services of the agreement, in accordance to the policies of the State Education Agencies.

3. The following are the objectives of the named activity:

4. The below named consultants will provide the following services:

Consultant	Services

5. All services will be conducted within the following fram

Date: From____________________ To____________________

Place: ______________________________

Budget: ______________________________

6. All services will be concluded within the time limits of
Grantee's grant.

7. A budgetary description with a line item break down for
to be rendered is attached. Total flexibility of line i
allowable under 309-C Grant Terms and Conditions; if the
intent of the agreement is not changed. (SMI-ABE Form #

8. A participant evaluation form is attached.

9. All expenses incurred will be documented with audit-trai
and/or statements. All financial obligations must be li
within 30 days after the approved activity.

10. Consultants' vitae, findings and summary of services wil
to the Grantee within 30 days after the activity.

11. Following the named activity, the Grantee will be sent a
agenda, summary of the activity, list of participants, c
expense vouchers (SMI-ABE #8), cost-sharing documentatio
(SMI-ABE Forms 4, 5, 6, 7, 9), and a copy of all handout

12. The Grantee will provide the State Education Agency the

    A. Account number for approved activity (to be used on
    expense vouchers and statements).
    B. A print-out of the total activity costs by line item
    20 days, providing all statements have been received
    C. Prompt payment of all approved costs, providing the
    are "audit-trail" in nature as determined by the aud
    the Grantee.
    D. Consultation on any costs which are not acceptable f

13. All Staff development activities will be in accordance w
Equal Opportunity Clause, HEW 386.

____________________ ______________________________
Date Signature of Activity Director (if app

____________________ ______________________________
Date Signature of State Education Agency or

____________________ ______________________________
Date Signature of Grantee (SMI) or Designee

APPENDIX V

PHASE III ACTIVITY CHECKLIST

PRIOR TO ACTIVITY

_____ 1. Letter of Agreement

- a. objectives
- b. consultants and services identified
- c. specific time and place of activity
- d. evaluation form for activity
- e. SMI-ABE Form #1, estimated budget

AFTER ACTIVITY (within 30 days) ____________________

_____ 2. Agenda

_____ 3. Handouts

__*__ 4. Consultant Vitae--short form
(prior to reimbursement)

_____ 5. List of Participants

_____ 6. Participant Evaluation based on stated objectives

_____ 7. Consultant Summary of Services based on objectives
(prior to reimbursement)

_____ 8. Activity Report, Form #3

_____ 9. Cost Sharing, Forms #4, #5, #6, or #7

_____10. Participant Information, Form #9

*Items checked have already been received by SMI.

APPENDIX VI

BRIEF VITAE FORM

Name ________________________________

Business Address ____________________

____

Business Phone ______________________

Present Position ____

Previous Positions ______________________________________

____

____

Education, Major, Year __________________________________

____

Areas of ABE Specialty __________________________________

____

Areas of Related Specialty ______________________________

____

Number of Years Experience in ABE ______________________

Number of Years in Related Areas of Specialty ____________

Other Pertinent Information ______________________________

____

____

APPENDIX VII

REGION V NEEDS ASSESSMENT INSTRUMENT

(for teachers, administrators, and teacher aides)

A. DEMOGRAPHIC/BACKGROUND/PREFERENCE

1. Name (please print) 1 2-19

Last, first middle initial

2. District code (to be assigned by state director) 20-32

3. Zip Code of ABE/Adult Education class or assignment: 33-37

4. Sex: 38

☐ a. Male

☐ b. Female

5. Ethnic origin: 39

☐ a. White

☐ b. Black, Negro, Afro-American

☐ c. Mexican-American, Chicano

☐ d. American Oriental

☐ e. American Indian

☐ f. Puerto-Rican

☐ g. Other (specify) ____________

6. Present full-time position (mark one) 40

☐ a. Special education teacher

☐ b. Elementary teacher

☐ c. Secondary teacher

☐ d. Higher education teacher

☐ e. Administrator

☐ f. Counselor

☐ g. Teacher aide

☐ h. Other (specify) ____________

7. Present position in ABE/Adult Education: 41

☐ a. Teacher

☐ b. Administrator

☐ c. Teacher aide

☐ d. Counselor

☐ e. Recruiter

☐ f. Other (specify) ____________

8. Highest level of education attained: (Mark only one) 42

☐ a. Less than high school

☐ b. GED/high school diploma

☐ c. 1-2 years college

☐ d. 3-4 years college

☐ e. 4 year degree

☐ f. 5 years or more college

9. Years of experience in ABE/Adult Education: 43

☐ a. Less than 1 year

☐ b. 1 year

☐ c. 2-3 years

☐ d. 4 years or more

10. Mark all specific training you have had for your position in ABE/Adult Education: 44-49

☐ a. Local inservice

☐ b. College courses

☐ c. State workshops/seminars

☐ d. Regional workshops

☐ e. National workshops

☐ f. Other (specify) ____________

B. INFORMATION ABOUT EDUCATIONAL EXPERIENCE/NEEDS/PLANS

Mark A if you have developed competency or proficiency through experience and need no additional training
Mark B if you are now studying in the area indicated
Mark C if you wish to develop or improve competency
Mark D if not relevant to present or future responsibility
Mark E if uncertain

I. The following categories relate to human relations with other people and teacher/learner relationships:

Mark Only One

	PREVIOUS EXPERIENCE	PRESENTLY STUDYING	WANT TO STUDY SOON	NOT RELEVANT TO WORK	UNCERTAIN	
1. COMMUNICATION SKILLS	A	B	C	D	E	
a. Cross-cultural understanding	☐	☐	☐	☐	☐	50-57
b. Interviewing techniques	☐	☐	☐	☐	☐	
c. Non-verbal behavior	☐	☐	☐	☐	☐	
d. Inter-personal dynamics	☐	☐	☐	☐	☐	
e. Group dynamics	☐	☐	☐	☐	☐	
f. Public speaking	☐	☐	☐	☐	☐	
g. Use of English Language	☐	☐	☐	☐	☐	
h. Other (specify) ______	☐	☐	☐	☐	☐	
2. INTER-PERSONAL KNOWLEDGES	A	B	C	D	E	
a. Psychology of adult learner	☐	☐	☐	☐	☐	58-64
b. Psychology of disadvantaged	☐	☐	☐	☐	☐	
c. Sociology of local culture	☐	☐	☐	☐	☐	
d. Local minority characteristics	☐	☐	☐	☐	☐	
e. Student motivation-principles and techniques	☐	☐	☐	☐	☐	
f. Staff relationships	☐	☐	☐	☐	☐	
g. Other (please specify) ______	☐	☐	☐	☐	☐	

II. The following categories relate to you, the teacher, as an instructor/facilitator:

1. INSTRUCTIONAL SKILLS/KNOWLEDGES	A	B	C	D	E	
a. Evaluation	☐	☐	☐	☐	☐	65-78
b. Tests and measurements	☐	☐	☐	☐	☐	
c. Counseling — guidance	☐	☐	☐	☐	☐	
d. Curriculum development	☐	☐	☐	☐	☐	
e. Teacher-made materials	☐	☐	☐	☐	☐	
f. printed materials selection	☐	☐	☐	☐	☐	
g. Audio-visual materials	☐	☐	☐	☐	☐	
h. Use of micro-teaching	☐	☐	☐	☐	☐	
i. Audio-tutorial methods	☐	☐	☐	☐	☐	
j. Individualized instruction	☐	☐	☐	☐	☐	
k. Learning lab procedures	☐	☐	☐	☐	☐	
l. Writing instructional objectives	☐	☐	☐	☐	☐	
m. Diagnosis of problems (specify area) ______	☐	☐	☐	☐	☐	
n. Other (specify) ______	☐	☐	☐	☐	☐	

The following categories relate to your needs in discipline/skill/attitude:

Mark Only One

	PREVIOUS EXPERIENCE	PRESENTLY STUDYING	WANT TO STUDY SOON	NOT RELEVANT TO WORK	UNCERTAIN	
1. CONTENT AREA SKILLS/KNOWLEDGES	**A**	**B**	**C**	**D**	**E**	
a. English as a second language	☐	☐	☐	☐	☐	20-34
(specify other language) ________						
b. Reading	☐	☐	☐	☐	☐	
c. Linguistics	☐	☐	☐	☐	☐	
d. English usage	☐	☐	☐	☐	☐	
e. Writing skills	☐	☐	☐	☐	☐	
f. Arithmetic/mathematics	☐	☐	☐	☐	☐	
g. Metric math	☐	☐	☐	☐	☐	
h. Modern math	☐	☐	☐	☐	☐	
i. Pre-vocational training	☐	☐	☐	☐	☐	
j. Consumer education	☐	☐	☐	☐	☐	
k. Health education (alcohol & drugs)	☐	☐	☐	☐	☐	
l. Coping skills	☐	☐	☐	☐	☐	
m. *GED/High School diploma	☐	☐	☐	☐	☐	
n. *Social science/civics	☐	☐	☐	☐	☐	
o. Other (specify) ________	☐	☐	☐	☐	☐	

*Contingent upon funding

2. ADULT EDUCATION THEORY AND PRACTICE	**A**	**B**	**C**	**D**	**E**	
a. Principles and history of AE	☐	☐	☐	☐	☐	35-41
b. Principles of ABE	☐	☐	☐	☐	☐	
c. Courses required for certification	☐	☐	☐	☐	☐	
(where applicable — specify) ________	☐	☐	☐	☐	☐	
d. Team development	☐	☐	☐	☐	☐	
e. Role of teacher-aide/para-professional	☐	☐	☐	☐	☐	
f. Role of volunteer	☐	☐	☐	☐	☐	
g. Other (specify) ________						

3. SUPPORTIVE SERVICES SKILLS	**A**	**B**	**C**	**D**	**E**	
a. Recruitment techniques	☐	☐	☐	☐	☐	42-49
b. Orientation techniques	☐	☐	☐	☐	☐	
c. Retention techniques/practices	☐	☐	☐	☐	☐	
d. Agencies — services and referral	☐	☐	☐	☐	☐	
e. Job placement and follow-up	☐	☐	☐	☐	☐	
f. Effective record keeping	☐	☐	☐	☐	☐	
g. Follow-up on drop-outs	☐	☐	☐	☐	☐	
h. Other (please specify) ________	☐	☐	☐	☐	☐	

Discipline/skill/attitude (continued)

Mark Only One

	PREVIOUS EXPERIENCE	PRESENTLY STUDYING	WANT TO STUDY SOON	NOT RELEVANT TO WORK	UNCERTAIN	
4. ADMINISTRATIVE SKILLS	**A**	**B**	**C**	**D**	**E**	
a. Program planning	☐	☐	☐	☐	☐	50-62
b. Program development	☐	☐	☐	☐	☐	
c. Budgeting and fiscal management	☐	☐	☐	☐	☐	
d. Personnel management	☐	☐	☐	☐	☐	
e. Community relations	☐	☐	☐	☐	☐	
f. Interagency coordination	☐	☐	☐	☐	☐	
g. Public relations	☐	☐	☐	☐	☐	
h. Local inservice planning	☐	☐	☐	☐	☐	
i. Inservice training techniques	☐	☐	☐	☐	☐	
j. Management by objectives	☐	☐	☐	☐	☐	
k. Monitering and evaluation techniques	☐	☐	☐	☐	☐	
l. Setting-up a learning lab	☐	☐	☐	☐	☐	
m. Other (please specify) ________	☐	☐	☐	☐	☐	

C. PREFERENCE FOR IMPLEMENTATION/TYPE OF TRAINING

1. You are available for inservice/staff development activities (mark all that apply) 63-69

☐ a. Evenings
☐ b. Weekends
☐ c. Weekdays 3-6 p.m.
☐ d. Summers
☐ e. anytime offered
☐ f. I'm not available for training
☐ g. Other times (specify) ________

2. If available, would you prefer to receive college credit for inservice training? 70

☐ a. Yes ☐ b. No ☐ c. Undecided

3. Inservice training/staff development to meet your present and future needs can be best met through: (Mark only one) 71

☐ a. Regular existing credit courses offered on and off campus
☐ b. Courses to be developed by universities/colleges in cooperation with local and state personnel
☐ c. Workshops, planned and executed by university/college personnel
☐ d. Workshops, planned and conducted by state and local education personnel
☐ e. Workshops, planned and executed collectively by local, state, and university/college personnel
☐ f. Other (specify) ________

4. Duration of workshops should be: (Mark only **one**) 72

☐ a. Less than two hours
☐ b. 2-4 hours
☐ c. 1-1½ days
☐ d. 2-4 days
☐ e. More than 1 week

5. Location of workshop preference: 73

☐ a. Local
☐ b. Area (in-state region)
☐ c. State
☐ d. Combination

6. All ABE/Adult Education personnel should have the opportunity to attend non-local workshops for: 7

☐ a. Less than 10 contact hours
☐ b. 10 to 20 contact hours
☐ c. 20 to 30 contact hours
☐ d. Over 30 contact hours

THANK YOU FOR YOUR COOPERATION
PLEASE RETURN TO YOUR STATE DIRECTOR.

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School Management In